

2021-2022
UNIVERSITY OF PHOENIX
SOUTHERN CALIFORNIA REGION
ACADEMIC CATALOG
Volume 55
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With Updates Added:
December 1, 2021
(see addenda pages for a summary of updates added by month)

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

Dr. John G. Sperling
Founder

Although this location is no longer accepting new student enrollments to attend at this campus location, you can enroll in any of our online programs! New students can choose from 100+ programs to take online and fit higher education into their busy lives. See which UOPX program can help you meet your career goals.

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

California Campuses

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

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

Metropolitan Area Name	Range: One Bedroom - Four Bedroom
Los Angeles - Long Beach - Glendale, CA	\$1,604 - 2,933
Oxnard - Thousand Oaks - Ventura, CA	\$1,792 - 3,655
Riverside - San Bernardino - Ontario, CA	\$1,202 - 2,542
Santa Ana - Anaheim - Irvine, CA	\$1,905 - 3,674

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

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

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

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

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported Clery Act crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes information on the sex offender registry, institutional policies and programs concerning alcohol and other drugs, crime prevention measures, the reporting of crimes, sexual assault, domestic violence, dating violence, stalking and other related matters. The annual security report is available at https://www.phoenix.edu/about_us/campus-safety.html. If you'd like a paper copy of the report, please contact a Campus Safety Coordinator to request one.

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON DECEMBER 1, 2021

GENERAL POLICY UPDATES

- The California Housing Information has been updated. (see COVER AND PREFACE)
- The Consumer Information section was updated. (see CONSUMER INFORMATION)
- The Facilities section was updated. (see FACILITIES)

PROGRAM POLICY UPDATES

- The Program Purpose was updated for the BSIOP. (see UNDERGRADUATE PROGRAMS - COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES)
- The Domains and Courses section was updated for the MHA-CB. (see GRADUATE PROGRAMS - COLLEGE OF HEALTH PROFESSIONS)

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UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

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

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

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

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

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

Sperling's research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of

Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students. In fact, the majority (74 percent) of all college enrollees have at least one "non-traditional" characteristic, like having one or more dependents or is employed full-time. This focus informs the University's teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners.

Over the past 44 years, the University of Phoenix has been cause-driven, working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling's predictions concerning the innovations higher education would be required to make have come to pass.

Today, roughly 80 percent of part-time undergraduate students and 43 percent of full-time undergraduate students are employed, and approximately one quarter of all students have dependent children. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

Official School Colors

University of Phoenix Official School Colors are University of Phoenix Red and University of Phoenix Platinum.

These are custom colors and proprietary to the University.

Ownership Information

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

Our Mission Statement

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

Our Purpose

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

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

Accreditation and Affiliations

Institutional Accreditation

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

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1411
Phone: 800.621.7440 | 312.263.0456 | Fax: 312.263.7462
<http://hlcommission.org>

Program Accreditation

College of Business and Information Technology and Business Programs

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

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

**These programs are not available for new enrollment.*

For additional information, visit acbsp.org.

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

College of Nursing Programs

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

College of Education and Education Programs

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

The following initial teacher preparation programs* (Hawaii-specific) are accredited:

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

The following initial teacher preparation and advanced preparation programs* (Utah-specific) are accredited:

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

**These programs are not available for new enrollment.*

For additional information, visit caepnet.org.

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

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona and California. Individual programs vary by state, and not all programs are available at all locations or in both online and local campus modalities.

College of Social and Behavioral Sciences and Counseling Programs

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

For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
(703) 535-5990

The Master of Science in Counseling/School Counseling at Utah Campus program is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

For additional information, please visit caepnet.org.

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

Bachelor of Science in Social Work (BSSW) achieved candidacy for accreditation by the Council on Social Work Education's (CSWE) Commission on Accreditation in 2017. Candidacy for a baccalaureate social work program by the CSWE's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain candidacy in or after the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains initial accreditation (CSWE, 2019, FAQ). Candidacy is a multi-year process, and attaining candidacy does not guarantee that a program will eventually attain initial accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Affiliations

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the American Association for Higher Education, the Council for Adult and Experiential Learning, the College and University Personnel Association, Post-Secondary Electronic Standards Council, the Pacific Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, and the National Association of Veterans Program Administrators. Additionally, the University maintains memberships in various professional, program specific organizations.

Academic Programs, Facilities and Instructional Personnel Information

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

Academic Programs

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

Academic Program Improvement

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

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

The process for outcomes-based assessment of student learning uses the Plan, Do, Check, Act model of continuous improvement. By utilizing this model to guide assessment processes, the colleges design programs with clear measurable outcomes aligned to specific job skills based on employment data and scaffolds learning so students have sufficient opportunities to demonstrate the outcomes; systematically gather evidence of student learning through data analytics and qualitative feedback; analyze and interpret assessment learning results using insights from faculty; and use assessment findings to improve student learning.

Academic Programs

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

University Library

The University of Phoenix Approach to Library Services

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

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

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

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

What is in the University Library?

Access to eBooks, reference materials, scholarly journals, and periodicals all selected for their relevance to each University of Phoenix degree program are contained within the University Library. Financial reports on public companies and a variety of directories and other reference publications are also available. In addition, the University Library has a collection of multimedia available, including videos, images, and audio files, on a variety of topics. Many of the resources found in the University Library are academic materials are made available through license agreements with content providers; this content is not generally available to the general public through open websites.

Getting Started with the University Library

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

- Visit the student and faculty website <http://my.phoenix.edu>
 - This is the same website used to obtain course modules, grades, and other University of Phoenix resources and services. A link to the Library is on the main page.

Electronic Reserve Readings

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

Additional Resources for Help

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available within the Library's collection. Specific timelines and rules apply to this service.
- The Research Databases (<https://library.phoenix.edu/az.php?>) section provides detailed information on the library's collection.
- Resource recommendations by subject can be found by utilizing our Subject Guides on the library homepage.
- The How Do I Guides available in the Library contain in-depth guidance on common research questions and operating procedures.

How to Contact the University Library

Student Technical Support 1-877-832-4867

Email library@phoenix.edu

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the our Research Database link on the library's main page.

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

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

Active Learning

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

Collaboration

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

Emphasis on Application and Relevance

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

University Learning Goals

The University's faculty leadership, in collaboration with consultants from the National Center for Higher Education Management Systems, has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:

- Professional Competence and Values
- Critical Thinking and Problem Solving
- Communication
- Information Utilization
- Collaboration

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

Curriculum

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

Awarding Credit Hours

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

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

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

University of Phoenix College Credit Bearing Course Recommendations

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

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

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

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

Degree Level & Minimum Total Semester Credits:

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

Access and Convenience of Time and Place

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

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

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

Program Format

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

Class Size

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

Learning Teams

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

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

Technology Enhanced Courses

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

Faculty

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

Employee Screening

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

Student Technology Recommendations and Competencies

In an effort to assist students with adequate preparation for their coursework at University of Phoenix, technology recommendations and competencies have been established.

Students will need to access and use the hardware and software as described below. Additional recommendations and competencies may be required for particular courses or programs. Students using software and hardware other than that recommended must still meet the technology competencies. Please note that, due to the rapid rate of change in information technology, hardware and software competencies will be updated on a regular basis. Some courses in the College of Business and Information Technology may require additional software.

Technology Recommendations

Hardware and Peripherals

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

- An Intel i3 or AMD Ryzen 3 processor or better recommended.
- 8 GB RAM or greater recommended
- A high speed internet connection with a recommended connection speed of 25 Mbps or better.
 - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials.
 - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
- Keyboard and Mouse is recommended
- Speakers/Headphones and Microphone
 - A noise-cancelling headset is recommended.
 - Public access computers may not permit usage of speakers, headphones or microphones.
- A web camera capable of video web conferencing
 - Public access computers may not permit usage of web cameras.

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

Software and Applications

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

Operating System

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

Microsoft® Windows may be required for some software to work in various courses

Web Browser

Windows	Recommended
Google® Chrome	Latest Version
Mozilla® Firefox	Latest Version
Microsoft® Edge	Latest Version
MAC OS	Recommended
Apple® Safari	Latest Version
Google® Chrome	Latest Version
Mozilla® Firefox	Latest Version

The University of Phoenix only supports the browsers listed above.

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

Additional Software

- Microsoft Office is required; Microsoft Office 365 is provided free of charge to all active students.
- An up to date installation of Adobe® Reader
- A current anti-virus and / or security suite application is recommended but not required.

Some courses may require the following software provided by the University through the Classroom. This software requires Microsoft Windows

- Microsoft® Visio
- Microsoft® Project

Mobile Devices

Students are required to have reliable access to a PC or Mac but may use a mobile device such as a phone or tablet as a secondary means of access.

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

Computer Accessibility

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

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

Accessibility for Operating Systems

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

College Specific Requirements

College of Business and Information Technology

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

College of Education

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

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

College of Doctoral Studies

The College of Doctoral Studies requires that students bring a laptop computer that meets the above technology requirements to any/all physical residencies or classes.

MyPhoenix: Student Portal

MyPhoenix is a secure multifunctional electronic gateway to numerous student and academic services which includes access to the University Library, class schedules, course materials, the electronic class environment, assignment feedback and grade reports, as well as transcripts. MyPhoenix is accessible 24/7 and requires no special software, and can be accessed from a computer or mobile device with an internet connection. MyPhoenix also acts as a hub to additional student resource sites including the Center for Writing Excellence, Center for Mathematics Excellence, Life Resources Center, and Phoenix Link.

Center for Writing Excellence: An online resource that includes tools to help students with organizing thoughts, formatting and citing papers, checking grammar, learning new language skills, and reinforcing forgotten concepts.

Center for Mathematics Excellence: An online resource that includes live math tutoring and virtual tools for building math confidence.

Library Support: Current students may use the University's Ask a Librarian service to email a staff librarian; responses are sent within six hours, including weekends. Online tutorials help students navigate individual library resources and the overall library site.

Life Resource Center: The Life Resource Center provides access to confidential and complementary services and resources related to life coaching and counseling, including webinars, podcasts, articles, and assessments. Certain services are available a limited number of times, but can be extended for a nominal fee.

PhoenixLink: A suite of career tools where students will find support for their career goals. Students can access career planning and readiness tools. Active degree- and certificate-seeking students can schedule a consultation with a certified career advisor. For details, visit phoenix.edu/career-services.html.

Changes made at the institution are provided to students through catalog updates and other communications available through MyPhoenix including a message center as well as email communications sent to the student's institutional email address.

When students go through the application process to the university, they are provided with information needed to connect to MyPhoenix. Students may also be able to access the electronic class environment where courses are provisioned, assignments are turned in, and exams and class resources are accessed. Each student's MyPhoenix login credentials are unique; and students may not share their login credentials with anyone or they could be subject to Student Code of Conduct violations.

University of Phoenix students attend class on-campus, online, or in a hybrid modality known as FlexNet®. Regardless of modality, all students use the same materials for a specific course, have access to all student resources available on MyPhoenix and the electronic classroom environment. Students turn in assignments by accessing assignment links in the electronic class environment, which can be accessed through MyPhoenix. Discussions and participation during online class weeks are asynchronous, so there is no need to be online at a specific time during each online class week. Class discussions are private, limited to members of the class. University of Phoenix authorizes Deans and administrative staff and faculty in the Colleges, Directors of Academic Affairs, Campus Academic Directors and certain university administrators to review submissions to the electronic class environment and to assign links to assist in the resolution of grade disputes, griev-

ances, and charges of academic dishonesty, as well as to confirm and/or investigate other academic-related issues as necessary.

Classroom Recording Policy

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

- The recording is for personal academic use as part of the student's current course and occurs with the prior written consent of the faculty member teaching the class.
- If the recording is for use outside the current course, the student obtains the prior written consent of the faculty member and the FERPA consent of every student who is personally identifiable in the recording.
- If there is a documented University of Phoenix Disabilities Service Office or Title IX authorized accommodation requiring recording of specific parts of a class session.

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

- The recording is for sharing with students and school officials who are enrolled or participating in the current course in which such audio or video recording is made.
- If the recording is for use outside of the current course, the faculty member obtains the FERPA consent of every student who is personally identifiable in the recording.
- If there is a documented University of Phoenix Disabilities Service Office or Title IX authorized accommodation requiring recording of specific parts of a class session.

Unless a class recording is made with the appropriate authorization(s) as set forth herein it shall not be copied or shared with others, posted on a website to which others have access, or used or disseminated in any other manner.

Institutional Assessment Policy

A. Assessment is a shared responsibility among University of Phoenix (UOPX) academic leaders, faculty, and administrators. UOPX has created a University Assessment Committee (UAC), granted authority by the Provost. Its purpose is to support a systematic, sustainable assessment process that affords the University an opportunity to continuously improve teaching practice, student learning, and student services; strengthen the University's reputation; and enhance accountability and transparency among its students, faculty and community. UAC includes representation from the colleges (including faculty and administrators), academic affairs, student service and co-curricular areas, Center for Teaching and Learning, Accreditation and Regulatory Compliance, and academic operations.

Assessment of student learning at UOPX is divided between the colleges, Center for Teaching and Learning, and Assessment and Institutional Research. Assessment and Institutional Research ensures a consistent, systematic assessment process that all colleges follow. Faculty within the colleges have a significant role in the assessment of student learning outcomes and the continuous improvement of student learning.

- Assessment and Institutional Research responsibilities include:
 - Ensuring appropriate infrastructure to support assessment
 - Establishing sustainable assessment processes and requirements

- Ensuring faculty have opportunities to engage in the assessment process
- Providing resources, support, and training for assessment activities
- College responsibilities include:
 - Using assessment results to improve program quality.
 - Providing leadership over assessment activities for their programs at local campuses and online
 - Ensuring compliance with regulatory, accreditor, and University assessment requirements
- Center for Teaching and Learning responsibilities include:
 - Developing assessments of student learning for use by faculty in the classroom
 - Following University assessment requirements
- Faculty responsibilities include:
 - Assessing individual student learning within the classroom
 - Assisting in programmatic assessment of student learning, when called upon
 - Serving as content experts and actively participating in assessment planning and processes (faculty subject matter experts and faculty assessment liaisons)

Each student service and co-curricular area is responsible for implementing assessment and is also supported by the Assessment and Institutional Research team within the Office of Institutional Effectiveness. The Assessment and Institutional Research team ensures a consistent, systematic assessment process at the University level that all student service and co-curricular areas follow. Staff have a significant role in assessment and continuous improvement of student services. (R1, R3)

- Assessment and Institutional Research responsibilities include:
 - Ensuring appropriate infrastructure to support assessment
 - Establishing assessment processes
 - Providing resources, support, and training for assessment activities
- Student service and co-curricular area responsibilities include:
 - Participating in University assessment efforts by:
 - Collaborating with Assessment and Institutional Research to develop specific assessment plans
 - Ensuring compliance with regulatory, accreditor, and University assessment requirements

Competency-Based Education Programs and Courses

Competency-Based Education (CBE) Programs: University of Phoenix CBE program offerings are credit-hour programs designed to provide prepared students with an opportunity to pursue a degree at a more accelerated pace and with more flexibility than a traditional program offering. CBE program offerings allow students to demonstrate the appropriate level of mastery of relevant core competencies as a means of earning credit toward a degree. The University's CBE program offerings include the designation "Competency-Based" in the official program name, and CBE courses include the designation "CB" in the course ID prefix.

CBE Courses: Students enrolled in a CBE program are enrolled in up to five courses concurrently. Each CBE course is 16 weeks in length. Each CBE course is made up of a cluster of competencies. Students must demonstrate an acceptable level of proficiency in each competency by completing a competency assessment. Students are allowed three attempts at a competency assessment, and must achieve a grade of ME (Met) or MA (Mastered) for each competency in a course in order to receive an overall passing grade of ME or MA for the course.

CBE Faculty: CBE programs follow the University's established Faculty Model. The Faculty Model provides the University with an experienced team of faculty who are involved in faculty governance and teaching activities. The University's teaching and learning model, Faculty Code of Conduct, curriculum management strategy, overarching educational philosophy, and faculty and student resources to support the teaching model are all integral components of the Faculty Model. Within the competency-based programs, faculty motivate and guide students from orientation to graduation. Faculty will provide guidance and support in academic areas for their assigned students throughout the duration of students' programs.

Faculty are subject matter experts in the content area of the program. Faculty members are content experts in specific competency areas, and they use that expertise to guide students through learning activities to support their academic development. Associate faculty facilitate student learning through synchronous and asynchronous learning activities. They assist students by providing academic resources and support for achieving each learning objective and competency to be mastered, and by providing feedback to students on their learning. Faculty are trained in the use of assessment rubrics to ensure reliability in the assessment of students' competencies.

CBE Academic Policies: Academic policies specific to CBE programs and courses (e.g., attendance, grades, academic standing) are found within the corresponding policies for traditional programs and courses.

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UNIVERSITY POLICIES

Academically Related Activities

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

- Discussion posts via Blackboard in a course
- Assignment submissions posted via Blackboard in a course
- Quiz/Exam submissions via Blackboard in a course
- Participation in an interactive tutorial, webinar, or other interactive computer-assisted instruction that is graded and required in a course.
- Participation in a learning team session with one or more other classmates conducted via Blackboard Collaborate, that lasts at least two minutes, excluding faculty-led instruction sessions.
- Learning team discussion posts in the Assignment Submissions section via Blackboard in a course
- Student interactions with faculty regarding academic matters via Blackboard Messages and/or Collaborate sessions
- Physical Attendance verified by a signed attendance roster in local campus courses only

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

Institutionally Scheduled Break

For all students, the University's winter institutionally scheduled break for the 2021/2022 award year is December 21, 2021 - January 3, 2022.

For students attending a local campus, one or more additional University institutionally scheduled break(s) may apply for University observed holidays for the 2021/2022 award year. For University observed holidays, a one week institutionally scheduled break will be placed on a student's academic record in the event that he/she is enrolled in a course that has been extended at a local campus due to a University observed holiday; the actual dates of the institutionally schedule break will vary based upon the observed holiday. Currently the University observes the following additional holidays: Memorial Day, Fourth of July, Labor Day, Columbus Day, Thanksgiving Day and day following, Martin Luther King Jr. Day, and President's Day.

Course Attendance Policy

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

- **Competency-Based Education (CBE):** Students in a CBE course are required to post at least one Academically Related Activity in each course they are concurrently enrolled in, by the end of the second week in order to meet attendance requirements. CBE students who do not post in a course by the end of the second week will be dropped from that course.

- **Academic Engagement Requirement:** In addition to posting positive attendance for each course they are concurrently enrolled in, students in a CBE program must remain academically engaged. Academic engagement in a CBE program is achieved by having at least one Academically Related Activity recorded (see Academically Related Activity policy) in at least one of the courses the student is concurrently enrolled in within their CBE program every 14 days, in alignment with the University's criteria for Active Full Time Enrollment Status. CBE students who have posted positive attendance but who go 14 days without any academically related activities in any one of their concurrently enrolled courses (without an institutionally scheduled break) will be removed from and receive W grades for all courses in which they are concurrently enrolled.
- **Local Campus and In Person Residency:** Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster.
 - Most local campus courses meet four hours per week.
 - Most in person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- **Directed Study:** Students must post one Academically Related Activity during the scheduled class during the online week.
- **FlexNet:** Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during the online class weeks if they post one Academically Related Activity on at least one day during the online week.
- **Preceptorship Clinical Courses:** Students enrolled in preceptorship courses are not required to meet classroom workshop attendance in person as they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member as documented on the attendance roster to record preceptorship progression. Students are responsible for notifying the faculty member prior to the start of the course workshop week if they are no longer engaging in required supervised clinical activity, and plan to withdraw from the course, to ensure attendance is recorded accurately.
- **Counseling Residency Courses:**
 - **Online week:** Students must post at least one Academically Related Activity at least one day during the online week.
 - **Three day residency:** Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in person residency will receive a failing grade for the course.

Unexcused Absence Policy

Unexcused absences will result in an automatic "W" grade if students miss more than the maximum allowed absences. Students who miss equal to or less than the maximum allowed absences by the end of their course will receive a letter grade and will not be eligible to receive a "W". Refer to the chart below:

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

Students in CBE courses will be given an automatic W grade if they have posted at least one academically related activity in the course, but have not exhausted all attempts at any competency assessments when they have been withdrawn from the course.

Students may submit a request for an excused absence prior to or after the missed week of attendance (for courses with a weekly attendance requirement), for one of the following reasons with supporting documentation

- Military deployment
 - Documentation can consist of military orders.
- Required military training
 - Documentation can consist of military training orders.
- Extreme serious illness or hospitalization of student or family member
 - Documentation can include a note from the doctor or release from the hospital. The documentation does not need to contain specifics of the medical condition and/or injury, etc.
- Title IX - Pregnancy and Childbirth
 - A student must be excused for medically necessary absences due to pregnancy, pregnancy-related conditions, or childbirth for as long as the doctor deems the absence(s) medically necessary.
 - Documentation can include a note from the doctor, release from the hospital, and any other documentation that would typically be required for other medically necessary absences.
- Death of a family member
 - Documentation can consist of a copy of the deceased's obituary.
- Jury Duty
 - Documentation can consist of a copy of the jury summons.
- Other extenuating circumstances
 - Students may request an excused absence based on extenuating circumstances, as approved by the University.
- Natural disaster, inclement weather, or emergency situations that require campus(es) to cancel classes.

Leave of Absence

- Students who need to take a formal break from their program must submit a signed, written request for a Leave of Absence (LOA) that includes the date and the reason for the request. All students actively enrolled in certificate and degree programs at the University are eligible to request a LOA.
- Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period, including approved LOA days that occur during a period of time when the student is subsequently withdrawn.
- A LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status, and the request is not due to unforeseen circumstances that occurred prior to the UW status.
- If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA will be denied.
- The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.
- Student must return to the same program of study in which they took the LOA.
- Student must return on the date designated as the Return Date on their LOA Request Form, or the student will be withdrawn from the University.

University Withdrawal

The University Withdrawal policy addresses a student's separation from the University and is applicable to all students enrolled in degree or certificate programs. Students may be officially, unofficially, or administratively withdrawn. When a student is withdrawn, the University records both a withdrawal effective date and a date of determination (the date when the University determined that the criteria for withdrawal was met).

- **Official Withdrawal:** Students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW).
 - The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.
 - The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal effective date or the date the student indicated in their notification to the University of his/her official withdrawal.
 - Students wishing to officially withdraw from the institution may complete the self-service Official Withdrawal automated process via the University student website.
 - Students who wish to rescind their intent to withdraw from the University must participate in an ARA after the effective date provided on the student's Official Withdrawal form.
- **Unofficial Withdrawal:** Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UW) after 14 days of consecutive nonattendance in an ARA determined from University attendance records.

- The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence, is the last date of attendance in an ARA determined from University attendance records.
 - For a student who fails to return from an approved leave of absence, the University will review the student record on or after the approved LOA end date.
- For a student who is unofficially withdrawn, the DOD is the 15th day after the last attendance at an academically related activity.
 - For a student who fails to return from an approved leave of absence, the DOD is the day after the student's approved LOA end date.
- If a student is granted an extension in the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance in an ARA. During this time a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.
 - For a student who is granted an IX grade and does not post an ARA after the IX grade extension end date, the DOD is the day after the student's IX grade extension end date.
- **Administrative Withdrawal:** Students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals (AW).
 - The withdrawal date for students who are AW is the last date of academically attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.
 - The DOD for students who are AW from the University is the date the University decides to administratively withdraw the student.

Academic Program Re-Entry

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from their last recorded academically related activity.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within the program completion deadline, or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within the program completion deadline, based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current program version in their state or jurisdiction.

- Re-entry students who cannot complete their program within the program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry into an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enter a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Holiday Calendar

The University's holiday calendar is listed below.

2020-2021 Holiday Calendar

4th of July	July 4, 2021 - July 5, 2021
Labor Day	September 6, 2021
Thanksgiving	November 24, 2021 -November 28, 2021
Winter Break	December 21, 2021 - January 3, 2022
Martin Luther King Jr Day	January 17, 2022
President's Day	February 21, 2022
Good Friday	April 15, 2022
Easter	April 17, 2022
Memorial Day	May 30, 2022

Course Equivalencies

Equivalent courses are University approved courses that act as an acceptable alternative to a required course, as determined by the applicable college, and may apply to a program in place of that required course. Courses must have substantially similar content, course objectives, and/or learning outcomes. Equivalencies are subject to change based on program update or college need. Equivalent courses must be at the same level or higher than the courses they are replacing and must have the same number of credit hours or higher.

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

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

When equivalent courses are completed, only the most recently completed course will be counted for credit and GPA calculations. Equivalent courses are subject to the minimum grade requirement for courses applicable to a student's program.

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

Course Cancellation

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

Directed Study

With approval of the campus director of academic affairs or designated appointee, students may complete college-approved courses, as available, via directed study as outlined below:

- **Undergraduate and graduate degree program enrollment:** a maximum of 12 completed credits in the program
- **Doctoral degree program enrollment:** a maximum of 21 completed credits
- **Credit-bearing certificate program enrollment, consisting of four or more courses:** a maximum of 3 completed credits in the program.
- **Deployed active duty military students (local campus only):** a maximum of 15 completed credits per academic year after providing official documentation of the deployment timeframe to their local campus.

As an exception to the program limits outlined in this policy, students in the following programs may complete college-approved courses, as available, via directed study as outlined below:

- **Master of Science in Counseling:** a maximum of 9 completed credits toward a degree program upon approval by the program chair or designated appointee.
- **Doctor of Nursing Practice:** a maximum of 12 completed credits in the program upon approval of the Associate Dean or designated appointee.
- **College of Doctoral Studies post master's certificates:** a maximum of 9 completed credits in the program upon approval of the campus director of academic affairs or designated appointee.

Students enrolled in a competency-based education (CBE) program cannot complete CBE courses via directed study.

Concurrent Enrollment

- Concurrent enrollment is defined as simultaneous enrollment in any two or more University of Phoenix (UOPX) courses. Students enrolled in courses outside the University are excluded from this definition. Courses will be considered concurrent when start and/or end dates overlap.
- Students enrolled in an undergraduate or graduate degree program may not enroll in more than two credit-bearing courses concurrently.
- Students enrolled in a competency-based education (CBE) program may be enrolled in up to five CBE courses concurrently. Each CBE program has a preferred sequence that divides required courses into groups of concurrent courses established by the applicable college. Students in a CBE program should be scheduled for a minimum of four courses concurrently, unless they have fewer than four courses remaining to complete their program requirements, or need to fulfill prerequisite requirements or the conditions of a negative academic status that necessitate the student take less than four courses in order to remediate the status.
- Non-degree students, who have successfully completed one course with the University, may enroll in up to three non-degree, credit-bearing courses concurrently.
- Concurrent enrollment is prohibited in the following scenarios:
 - the first two courses at their current program level, unless they are enrolled in a CBE program.
 - during the Phoenix Success Series for students in Pathway B
 - student is on Academic Probation (AP) status.
- Some programs may have additional program-specific concurrent enrollment policies. Any additional requirements are documented within policy for those specific programs

Multiple University Credentials

Students may earn multiple credentials from University of Phoenix (UOPX). The following policies apply:

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

Students may only earn one associate degree.

Students may not complete more than one degree program from the College of Doctoral Studies, with the exception of the Educational Specialist (EdS) program. EdS graduates may earn any doctoral degree in addition to their EdS credential.

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

Maximum Credit Limits

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

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

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

Course Credits

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

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

Student Identification

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

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

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

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

centers may offer this service.

Name and Social Security Number Changes

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

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

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

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

Letter Request

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

Directory information requests do not require a FERPA Release form.

A FERPA release is required if a letter containing non-directory information is to be faxed, mailed, or sent by encrypted email to a third party.

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

A FERPA release is not required for students who call the Admissions and Records Service Center directly, successfully complete the Student Verification Process, and request non-directory information to be sent to themselves provided the fax number, mailing address, or email address is on the official student record. A FERPA release is also not required for letters sent to the Letter Center in the student portal because this requires an individual user ID and password.

The Registrar's Office is unable to provide letters of recommendation or assist with scholarship letters or scholarship nominations. Students may ask their faculty members to provide a recommendation for them, but granting such requests is at the faculty's discretion.

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

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

Forms

The University Registrar's Office processes forms requiring a school official's signature, coordinating with other departments to provide information as needed.

University of Phoenix may not be able to complete certain forms or accommodate certain form requests.

Directory information requests do not require a FERPA Release form.

A FERPA release is required if the form is to be faxed, mailed, or sent by encrypted email to a third party for non-directory information.

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

A FERPA release is not required for students who call the Admissions and Records Service Center directly, successfully complete the Student Verification Process, and request non-directory information to be sent to themselves provided the fax number, mailing address, or email address is on the official student record. A FERPA release is also not required for forms sent to the Letter Center in the student portal because this requires an individual user ID and password.

Students may call the National Student Clearinghouse (NSC) at (703)742-4200 to verify their enrollment information has been sent to the student's lender, or to request that the Clearinghouse resend the information to the student's lender. The University of Phoenix OPE-ID code is 020988.

Record Maintenance

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

Course Audit Policy

With approval of a Director of Academic Affairs or designated appointee, students may register for and audit University courses. Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member.

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

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

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

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

Servicemember Readmission

The Higher Education Opportunity Act (HEOA) provides that an institution may not deny admission or readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and National Guard or Reserve duty for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

- The Servicemember Readmission policy will also apply to servicemembers as defined in section A that are temporarily unable to attend class for between 15-30 days due to a military service obligation.

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

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advanced verbal or written notice to Student Services or Enrollment as far in advance as reasonable under the circumstances of the student's upcoming service obligation. No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g. a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate University representative will meet the notice requirements by submitting, at the time the student seeks readmission, documentation (e.g., deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.
- The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services cannot exceed five years.
- The student must give oral or written notice of intent to return to the University within three years after the completion of the period of service.
 - A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the University within two years after the end of the period needed for recovery from the illness or injury.

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

A student's eligibility for readmission under this policy terminates upon the occurrence of any of the following events:

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

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

Provided students meet the readmission criteria, the University must promptly readmit students to their program by assisting them in enrolling in the next available class or classes in their program unless they request a later date of readmission or unusual circumstances require the University to admit them at a later date. Unusual circumstances may include the length of any necessary retraining or intervening changes in the circumstances of the University.

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

- The student is admitted to the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar, unless the student requests or agrees to enroll into a different program.
- The student is admitted with the same enrollment status that the student last held, unless the student requests or agrees to admission with different enrollment status.
- The student is admitted with the same number of credit hours completed previously, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.
- The student is admitted with the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.
- If the student is readmitted to the same program, for the first academic year in which the student returns, the student will be assessed:
 - The tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution; or
 - Up to the amount of tuition and fee charges that other students in the program are assessed for that academic year, if veterans' education benefits, or other servicemember education benefits, will pay the amount in excess of the tuition and fee charges assessed for the academic year in which the student left the institution; or
- If a student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the student will be charged no more than the institutional charges that other students in the program are assessed for that academic year.

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

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

Military Deployment

University of Phoenix supports the educational needs of servicemember students who are temporarily unable to attend class due to military service obligations.

When students learn they will be temporarily unable to attend class due to military service obligations, students must notify their academic representative and their faculty member either orally or in writing. In order for the University to provide accommodation(s), students must provide documents sufficient to show the student has a military service obligation.

No advance notice by the student is required if giving of such notice is prohibited by military requirements (e.g. a mission, operation, exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate University representative, will meet the notice requirements by submitting, at the time the student seeks re-admission, signed documentation (e.g. deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.

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

If the student is enrolled in a course at the time of their military service obligation and would like an opportunity to complete the course in which they are currently enrolled, there are four accommodations which may be used to support the student:

- Excused absences may be granted in accordance with the Excused Absence policy. The University will use discretion and take such action only if the excused absences would benefit the student.
- Allow the student additional time to complete assignments missed due to military service obligation.
- Any points which would normally be deducted for lost participation should be removed from the calculation of the student's final grade for the affected period.
- An Incomplete (I) grade will be issued instead of a Withdrawal (W) grade. The I grade may be issued with an initial extension of six weeks beyond the traditional five-week extension (for a total of 11 weeks). No grading penalties will be applied to students who receive an I grade for military service obligations.

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

Students who will be temporarily unable to attend class due to military service obligations are advised to contact Student Financial Services regarding the status of their account and/or financial aid.

- If documentation is provided at the time of the military service obligation, Student Financial Services will review the student's account and if it is determined to be applicable, will place the student in Military Forbearance status and/or on a Leave of Absence. Military Forbearance status ensures students do not continue to incur tuition charges and that current tuition charges are placed on hold for payment until the student returns from deployment.

In the event the student wishes to re-enter their program following their military service obligation, the University's Servicemember Readmission policy may apply.

Transient Student Policy

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

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

Students attending the University as transient students:

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

Preferred Transfer Institution Policy Exceptions

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

Acceptable Transfer Activity

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

1. Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by an approved institutional accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University. In addition, graduate level coursework from institutions that hold accreditation through the ABA (American Bar Association) or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.
2. American Council on Education (ACE) credit recommendations (e.g. Military)
3. National College Credit Recommendation Service (NCCRS) credit recommendations

4. National testing program credit earned from:

- a. College Level Examination Program (CLEP®)
- b. Excelsior
- c. Berlitz
- d. National League of Nursing Exams (NLN)
- e. Advanced Placement Examinations (AP)
- f. Defense Language Proficiency Tests (DLPT)
- g. DSST Exams (previously DANTES and USAFI)

5. Prior learning that has been assessed for credit-worthiness by the Prior Learning Assessment department within the Office of Admissions and Evaluation, one of the University's colleges or the Provost's Office.

To evaluate previously completed transfer activity, the University must receive transcripts, mark sheets, and documents that are originals from the issuing institution. Documents from Canada or the United States and its territories must be submitted in a sealed envelope or via an approved alternative means such as fax, Escip, or EDI directly to the University of Phoenix (UOPX). All transcripts that state "issued to the student" are not considered official and will not be used for evaluation.

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

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

Evaluation of Transfer Activity

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

1. Credit-bearing coursework in which students earn a minimum grade of "C-" or grades of credit, pass, or satisfactory may be accepted towards students' degree requirements.
2. Acceptable transfer activities will be transferred as semester hour credit.
3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.
4. Credit is transferred by course level (i.e., lower division, upper division, graduate, doctoral) as awarded by the issuing institution.
5. Physical Education activity credits are limited to four credits.
6. Application of transferable credit, and limitations on transferability of credit, are determined by program requirements and by state or jurisdiction.

Specific regulatory requirements regarding credit application limits are listed in the table below and apply to residents and non-residents attending a UOPX ground campus located in a restricted state, regardless of modality of study (unless otherwise stated in the table below). Use this table for the given states only.

Credit Application Limits Effective 4/1/2020:

State	Total Credit Awards	Areas Restricted
California Residents (Local Campuses)	<p>30 for bachelor's programs (no more than 15 of the first 60 credits or 15 of the second 60 credits can be awarded for experiential learning).</p> <p>15 for associate programs</p> <p>6 for graduate programs (up to 30 credits in length)</p> <p>9 for graduate programs (over 30 credits in length with no more than 3 credits awarded for courses with more than 31 credits.)</p>	<ul style="list-style-type: none"> National Testing Programs- Including A.C.E. evaluated military or workforce training activities (e.g. StraighterLine, Sophia Learning, Study.com) Portfolio Assessments Experiential Journals

Coursework earned in the following ways will not be accepted in direct transfer towards University program requirements:

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

Associate degree transfer policy: Students transferring to University of Phoenix (UOPX) into an undergraduate bachelor's degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HST, BSCYB, and BSIT (all concentrations)) with a previously completed Associate of Arts degree from an institution with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, will be considered as satisfying the lower division elective and general education requirements making the student required course of study ready at UOPX. Students using this policy will still need to meet all prerequisite or specific content requirements as outlined in the Academic Progression and General Education Requirements

policy sections for their chosen program. For students using this policy, credits applied towards the UOPX degree program may not exceed the amount of credits earned for the previously completed Associate of Arts degree.

California block transfer policy: Students transferring to UOPX into an undergraduate bachelor's degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HST, BSCYB, and BSIT (all concentrations) or students residing in Arkansas, Nevada, Oregon, or Puerto Rico) with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a California college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation will be considered as satisfying the general education liberal arts component for their degree program. Students using this policy will still need to meet all prerequisite or specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program. Students may appeal transfer activity evaluation decisions to the Student Appeals Center (SAC) within 90 days from notification of the decision by the University.

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

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

Reverse Transfer Agreements

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

With a reverse transfer agreement in place, University of Phoenix will notify the transfer agreement institution through the National Student Clearinghouse for students that have consented to the release of their records to a previously attended institution that also are meeting certain credit requirements that indicate the student may be eligible to earn an associate degree from the transfer institution.

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

Approved Institutional Accrediting Bodies for Transfer Activities and Admission Requirements

The University requires that transfer coursework, or previously completed degrees for admission or for waiving specified program requirements, be completed at institutions with accreditation that meets the standards appropriate to the specific University program requirement to be satisfied.

Transfer coursework or previously completed degrees must come

from institutions accredited by one of the following institutional accrediting bodies. In some cases, the nature of the University program requirement to be satisfied requires that coursework or previously completed degrees come from an institution accredited by an institutional accrediting body from a more restrictive list. In such cases, the approved accrediting bodies will be specified in the program's policy.

- ACCJC - Accrediting Commission for Community and Junior Colleges
- HLC - Higher Learning Commission
- MSCHE - Middle States Commission on Higher Education
- NECHE - New England Commission of Higher Education
- NWCCU - Northwest Commission on Colleges and Universities
- SACSCOC - Southern Association of Colleges and Schools Commission on Colleges
- WSCUC - Western Senior College and University Commission
- AARTS - Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission
- ABHE - Association of Biblical Higher Education
- ABHES - Accrediting Bureau of Health Education Schools
- ACCSC - Accrediting Commission of Career Schools and Colleges
- ACCET - Accrediting Council for Continuing Education and Training
- ACICS - Accrediting Council for Independent Colleges and Schools
- ATS - Association of Theological Schools in the United States and Canada / Commission on Accrediting
- COE - Council on Occupational Education
- DEAC - Distance Education Accrediting Commission
- NACCAS - National Accrediting Commission of Career Arts & Sciences
- TRACS - Transnational Association of Christian Colleges & Schools / Accreditation Commission

Course Waivers

The University defines a course waiver as the substitution of a required course at the University with a course at the same level or higher listed on an official transcript from another institution, or another acceptable transfer activity.

- The University may apply course waivers based on evaluation of completed coursework as indicated on the student's official transcript(s).
- Students may request a course waiver through the Office of Admissions & Evaluation. An official catalog course description must accompany every course waiver request. An official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.
- Once evaluated and applied, course waivers may not be unapplied.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the required course of study upon approval by the appropriate college, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.

- The program policies for the student's program should be reviewed for program-specific course waiver policies.

College Articulation Agreement

Articulation agreements will define the transferability and applicability of a given course or program into the University from the Articulation Institution to satisfy University of Phoenix (UOPX) lower division credit requirements for undergraduate degree programs.

College Articulation Agreements will only be created for institutions that offer associate degrees, or higher, that are accredited by an approved institutional accrediting body.

Do Not Call Policies

- Consumers who are listed on the National or a State Do Not Call List may not be called for sales or solicitation purposes unless: (i) the consumer has provided Prior Express Written Consent to the University, or (ii) the call is a Manual Call, and an Established Business Relationship (EBR) exemption exists with the consumer.
- University of Phoenix may not send solicitous prerecorded voice messages to any consumer's wireline or wireless number without Prior Express Written Consent from a consumer and prior approval from Ethics and Compliance.
- Upon request, the University will provide consumers a copy of the DNC policy by emailing Office.ComplianceUOPX@phoenix.edu.

Institutional Review Board

- The University of Phoenix (UOPX) Institutional Review Board (IRB) will review all studies, pilot studies, institutional reliance or affiliation agreements, policies and legal/regulatory requirements that involve human subjects research before any study or sponsored or non-sponsored research begins. Research conducted using human subjects will be reviewed on a regular basis depending on the IRB decision rendered to ensure compliance with all federal and state laws. No researcher can begin collecting data before receiving IRB approval for the study.
- The IRB is expected to review a research study design presented by the researcher to determine risk to the human research subjects (including physical, psychological/emotional, social, social desirability, and economic risk) as there may be ethical issues that affect the rights and welfare of research participants.
- UOPX holds a Federal Wide Assurance filed with the US Department of Health and Human Services (FWA: 00004202) and maintains an IRB to assure that all UOPX research involving human subjects complies with federal human research regulations (45 CFR 46).
- The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the federal human research regulations (45 CFR 46), and guidance from the federal Office of Human Research Protections (OHRP).

- All faculty, students, staff, and external researchers who engage with UOPX for their research, sponsored or non-sponsored, involving human subjects must have the UOPX IRB review and approve their study, or have their study determined exempt from oversight before beginning any research activities associated with a pilot study or a full research study. There are no exceptions if human subjects are involved. Doctoral students must have an approved proposal through the Quality Review Methods (QRM) process and should have their dissertation chair work as a co-principal investigator (co-PI). If UOPX faculty, staff, or students are part of the study population, then Committee on Research (COR) approval is required before an IRB review can be conducted.
- UOPX has charged the IRB with ensuring that all legal/regulatory and ethical codes are upheld for studies conducted by UOPX researchers at all institutional and non-institutional sites of this institution both domestic and foreign.
- All students, staff, faculty, and external researchers who are conducting human subject research under the auspices of UOPX are required to complete an IRB application and have this application reviewed before they begin any research activities involving human subjects. Researchers must complete human subjects' ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. CITI certifications must be renewed every two years while conducting research reviewed by the UOPX IRB.

Required Procedures: IRB Review, Research and Reports

- **IRB Review:** The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.
 - **IRB Research:** The UOPX IRB provides annual oversight of studies that are determined to be of more than minimal risk to participants. In these cases, researchers are to file a Continuing Review of Research if the study has not been completed within the approval period set forth at initial review, which typically is one year from the initial decision. The IRB can decide that a shorter approval period is appropriate. Studies that are determined to be minimal risk or less than minimal risk are not given an expiration date after the initial exempt determination or approval. For those studies that require continuing review, the Continuing Review of Research form is found in the UOPX IRBNet system.
- **IRB Reports:** The UOPX IRB may reach out to researchers if the following situations occur: serious or continuing noncompliance with 45 CFR 46 or institutional policies, and if study participants contact UOPX or the IRB Office with a complaint about a study. Researchers are to contact the UOPX IRB Office if unanticipated problems or adverse effects occur during a study being conducted. Unanticipated problems are unexpected incidents (in terms of the nature, severity, or frequency) where an IRB-approved research protocol and informed consent documents are not followed; such incidents relate, or possibly relate, to participation in the research ("possibly relate" means there is a reasonable possibility that the incident or experience or outcome may have been caused by the procedures involved in the research) and the research places participants or others at a greater risk of harm (physical, psychological, economic, or social harm) than was previously known or recognized. Based on an IRB review of the unanticipated problem based on the criteria listed, consideration of substantive changes in the research protocol or informed consent process or other corrective actions may need to occur up to and including suspension or termination of IRB approval. Researchers are to contact the UOPX IRB Office as soon as possible if an unanticipated problem or adverse effect occurs during the study.

Research, Scholarship, and Surveys

General Research Policies

- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. To support faculty, student, and staff research efforts, the University provides an Office of Scholarship Support (OSS) and a series of Research Centers for researchers.
 - Research for purposes of this policy is defined as scholarly and scientific inquiry projects focused upon the collection and analysis of empirical data and facts.
 - Researchers are students, faculty, staff, or external constituents of UOPX who plan to systematically sample, collect, and analyze data for public dissemination.
- All researchers associated with or conducting research at UOPX must gain appropriate approvals prior to conducting research.

All research conducted by any student, faculty, or staff of UOPX is subject to Institutional Review Board (IRB) approval. The IRB is a federally required review of all research requests to determine:

- if the work is research,
 - if the research is on human subjects,
 - if human subjects are involved, the overall risks and if they are protected and treated fairly.
- Research taking place within or involving UOPX, where the subject of any proposed research is UOPX, must gain appropriate approvals prior to conducting research, regardless of the researcher(s)' affiliation.

The Committee on Research (COR) shall be responsible for the review and approval of any and all research and scholarship, for public dissemination, where UOPX is recognized as a subject. UOPX is considered a subject when the research study:

- samples students, faculty, and staff associated with UOPX
- involves requests that include UOPX records, data, or materials
- uses UOPX-associated systems, websites, and/or tools.

All researchers using UOPX as a subject for research require COR approval prior to UOPX IRB approval. IRB will not approve any UOPX focused studies without COR approval.

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

Required Procedures: Conducting Research on UOPX Students, Faculty, Staff or Data

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

California 30-Unit Option

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

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

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

BIO 290	4 credits
Anatomy and Physiology I	
BIO 291 ~	4 credits
Anatomy and Physiology II	
SCI 250	4 credits
Microbiology	
HCS 436	3 credits
Pathophysiology	
NSG 321	2 credits
Transition to Baccalaureate Nursing	
NSG 341	6 credits
Care of the Medical-Surgical Patient	
NSG 347	6 credits
Care of the Medical-Surgical Patient II	

NSG 436	4 credits
Care of the Maternal-Child Patient	
NSG 441	4 credits
Care of the Pediatric Patient	
NSG 411	4 credits
Care of the Mental Health Patient	
NSG 447	6 credits
Care of the Complex Medical- Surgical Patient	
NSG 471	4 credits
Nursing Leadership and Management	
NSG 481	2 credits
Influencing Nursing Practice	

COVID-19 Related Interim Policy Exceptions

As a result of measures taken by businesses, government agencies, and educational and healthcare institutions across the world to prevent the spread of the COVID-19 virus, University of Phoenix is allowing the following policy exceptions for students for the duration of time in which such measures continue to be in place, effective as of the week of 3/16/2020.

- **Course Attendance for Local Campus and In Person Residency:** During the local campus to online transition resulting from the University's response to the COVID-19 pandemic, positive attendance will be recorded for all local campus students who access the online Blackboard Collaborate session during the scheduled class time, as confirmed by session access recorded in Blackboard. Attendance will be recorded in the same manner while physical doctoral and counseling residencies are moved online.
- **Admission Requirements for Applicants to the California Master of Arts in Education, Elementary & Secondary Teacher Education Programs (MAED/TED-E & SCA):** For the duration of time in which fingerprinting station closures and stay-in-place/social distancing measures are in effect due to COVID-19, candidates will be admissible without their fingerprinting clearance and TB exam results. These requirements will be temporarily moved to the Level 2 Candidate Status deadline. Level 2 Candidate Status must be completed prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences.
- **Admission Requirements for Applicants to the Arizona Alternative Pathway Certificate Programs (CERT/AP-E AZ, CERT/AP-S AZ, CERT/AP-SE AZ):** Except for candidates in Georgia, for the duration of time in which fingerprinting station closures and stay-in-place/social distancing measures are in effect due to COVID-19, candidates will be admissible without their fingerprinting clearance and TB exam results. These requirements will be temporarily moved to be Academic Progression requirements. However, Georgia candidates must still meet their pre-service requirements as documented in the specific program policies.

- **Level 2 Candidacy Status Deadline Extension for BSSED/E, BSSED/ECH, MAED/TED-E AZ & CA, MAED/TED-S AZ & CA, and MAED/SPE Programs:** Except for candidates in Georgia, for the duration of time in which testing center and fingerprinting station closures are in effect due to COVID-19 response measures, students will not be required to meet Level 2 Candidate Status requirements until prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences. However, Georgia candidates must still meet their pre-service requirements as documented in the specific program policies.
- **Level 2 Candidacy Status Deadline Extension for the BSLS Program:** For the duration of time in which testing center and fingerprinting station closures are in effect due to COVID-19 response measures, students will not be required to meet Level 2 Candidate Status requirements until prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences.
- **College of Education Clinical Experience, Clinical Practice, Administrative Internships, Licensure Tests/Assessments:** Due to COVID-19, potential exceptions related to the number of hours/weeks/settings of clinical experiences/clinical practice/administrative internships may be altered as permissible by State Departments of Education. Furthermore, given testing station closures and/or schools' adoption of modified learning models (ie: synchronous/asynchronous distance/virtual instruction), exceptions may be made to testing and clinical requirements as permissible by State Departments of Education.
- **Leave of Absence (LOA) Requests:** LOA requests related to the COVID-19 pandemic will be treated as an unforeseen circumstance until the end of the first payment period that begins after the COVID-19 national emergency is rescinded.
- **BSHS Field Experience Requirements Exception:** The field experience hours and related requirements for BSHS students may be altered or removed where circumstances related to COVID-19 prevention measures interfere with students' ability to meet those requirements.
- **College of Nursing FNP and MSN/FNP Clinical Hours:** For the duration of time in which restrictions are in place due to COVID-19, the clinical hours and related requirements for FNP and MSN/FNP students have been reduced to a minimum of 500 primary care hours.
- **Excused Absence without Documentation:** For the duration of time in which the aforementioned COVID-19 prevention and control measures are in place, the University will permit students in a degree or certificate program to receive an excused absence for any COVID-19 related reason without providing any supporting documentation, one time per program. This allowance is in addition to the existing exception to the University's Course Attendance policy allowing for one excused absence without supporting documentation per program.
- **Modality Change Exception:** For the duration of time in which the aforementioned COVID-19 prevention and control measures are in place, the University will permit local campus students to take up to seven consecutive courses via the online modality before they are required to sign a new Enrollment Agreement to be considered a permanent transfer to the online modality.
- **BSSW Field Experience Hours:** Due to COVID-19, potential exceptions, as permitted by state regulations and the Council on Social Work Education (CSWE), may be made related to employment-based placements and the number of hours/weeks of field experience/internship required. Furthermore, exceptions may be made to "in-person contact" requirements where health and safety concerns exist, to include remote field activities that remain aligned with CSWE competencies and their concomitant behaviors.
- **Master of Science in Counseling (MSC) Clinical Hour Requirements Exception:** The clinical hours and related requirements for MSC students may be altered or removed where circumstances related to COVID-19 prevention measures interfere with students' ability to meet those requirements.

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CONSUMER INFORMATION

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

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

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

Federal

U.S. Department of Education, Certificate of Eligibility

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

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

Institutional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (<https://www.hlcommission.org/>). Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission (HLC) and its predecessor. University of Phoenix obtained its most recent 10-year Reaffirmation of Accreditation in 2012-13. The HLC conducted an interim Comprehensive Evaluation in 2018, and the next Comprehensive Evaluation for Reaffirmation of Accreditation is scheduled for 2022.

Higher Learning Commission

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
<https://www.hlcommission.org/>

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

State and International Licensures

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

- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Hawaii Post-secondary Education Authorization Program
- Illinois Board of Higher Education
- Nevada Department of Employment, Training and Rehabilitation: Employment Security Division, Commission on Postsecondary Education
- Board of Governors for the University of North Carolina
- Texas Higher Education Coordinating Board
- State Council of Higher Education for Virginia

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

Programmatic Accreditation

Business Accreditation

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

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

**These programs are not available for new enrollment.*

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

Accreditation Council for Business Schools and Programs

11520 West 119th Street
Overland Park, KS 66213
(913) 339-9356

Healthcare Accreditation

The Master of Health Administration (MHA) program is program-matically accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

Commission on Accreditation of Healthcare Management Education

P.O. Box 911
Spring house, PA 19444
(301) 298-1820

Nursing Accreditation

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

Counseling Accreditation

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah campuses is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP®). For additional information, please visit <https://www.cacrep.org/>.

Council for Accreditation of Counseling and Related Educational Programs

500 Montgomery Street, Suite 350
Alexandria, VA 22314
(703) 535-5990

The following program is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following program* is accredited at the Utah Campus:

- Master of Science in Counseling/School Counseling

**This program is not available for new enrollment.*

For additional information, visit <http://caepnet.org>.

Council for the Accreditation of Educator Preparation

1140 19th St NW, Suite 400
Washington, DC 20036

Education Accreditation

The following programs offered by the College of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs* (Hawaii-specific) are accredited:

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

The following initial teacher preparation and advanced preparation programs* (Utah-specific) are accredited:

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

**These programs are not available for new enrollment.*

For additional information, visit <http://caepnet.org>.

Council for the Accreditation of Educator Preparation

1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agencies in Arizona and California. Individual programs vary by state, and not all programs are available at all locations or in both online and local campus modalities.

Additional Information

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

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

General Contact Information

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

Central Administration
4035 S. Riverpoint Parkway
Phoenix, Arizona 85040-0723
800.366.9699

Online
University of Phoenix
4035 South Riverpoint Parkway
Phoenix, Arizona 85040-0723
866.766.0766

Registrar's Office - Admissions and Records Service Center
4035 S. Riverpoint Pkwy.
Phoenix, AZ 85040-0723
800.866.3919
480.446.4600
ARSC@phoenix.edu

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

Faculty

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

To find a local campus, go to <https://www.phoenix.edu/campus-locations.html>. Faculty profiles can be found at <https://www.phoenix.edu/faculty.html>

Student Demographics, Metrics and Outcomes

Student Borrowing

During the period of time spanning September 1, 2019, through August 31, 2020, 57.4% of students enrolled received federal student loans.

Loan Default Rate

The University's loan default rate for Fiscal Year 2018 was 8.7 and the national average was 7.3.

The University's loan default rate for Fiscal Year 2017 was 11.1 and the national average was 9.7.

Average Federal Loan Borrowing

Annually, the University calculates the average federal loan borrowing by its students. For students who attended the University during the period July 1, 2020 to June 30, 2021, the average cumulative federal loan borrowing is displayed below. Your borrowing may be different.

	Subsidized and/or Unsubsidized Loans Only*	Grad PLUS Loans Only**	Subsidized, Unsubsidized, and/or Grad PLUS Loans***
Average Cumulative Federal Loans****	\$25,100	\$25,778	\$26,520
Standard Monthly Payment	\$244	\$277	\$259
Payment Period	120 months	120 months	120 months
Interest Rate*****	3.1%	5.3%	3.2%

*Includes borrowers who obtained only Subsidized, only Unsubsidized, or only Subsidized and Unsubsidized loans.

** Includes borrowers who obtained only Grad PLUS loans.

***Includes borrowers who obtained Subsidized, Unsubsidized, and/or Grad PLUS loans. Interest rate used represents the weighted average of the Grad PLUS and Subsidized/Unsubsidized rates based on the amounts borrowed.

****Includes all borrowers attending during 7/1/20 - 6/30/21. Loans represent disbursed loans, net of returns to lender, that were disbursed any time during the student's academic history at the University through 6/30/21.

*****Interest rates represent those in effect for loans disbursed during 7/1/20 - 6/30/21 and where necessary, were weighted based on the percentage of each type of loan if the rates varied. These rates may not be representative of the rates in effect for a student's individual loans borrowed.

Graduated Students

The table below includes all borrowers who completed a program in the respective credential level during the 2020-2021 federal award year and who obtained subsidized, unsubsidized and/or PLUS loans. Amounts represent the average subsidized, unsubsidized and PLUS loans disbursed. Loans are included as follows: associate degree completion - associate degree and undergraduate certificate loans; bachelor's degree completion - bachelor's degree, associate degree and undergraduate certificate loans; master's degree completion - master's degree and graduate certificate loans; doctoral degree completion - doctoral degree, master's degree and graduate certificate loans.

Average Graduated Student Debt

Undergraduate Certificate	\$7,927
Associate	\$18,225
Bachelors	\$33,944
Graduate Certificate	\$15,939
Graduate	\$33,773
Doctorate	\$80,417
Overall Average	\$30,907

Includes all borrowers who completed a program in the respective credential during the specified AY and who obtained Subsidized, Unsubsidized, and/or PLUS loans.

Loans are included as follows:

- Undergraduate certificate completion - undergraduate certificate loans only
- Associate degree completion - associate degree and undergraduate certificate loans
- Bachelor degree completion - bachelors degree, associate degree, and undergraduate certificate loans
- Graduate certificate completion - graduate certificate loans only
- Masters degree completion - masters degree and graduate certificate loans
- Doctoral degree completion - doctoral degree, masters degree, and graduate certificate loans

Amount represents the average Subsidized, Unsubsidized, and PLUS loans disbursed.

Graduation Rates**IPEDS Graduation Rates**

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes the cohort of first-time, full-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender, and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2014-2015 cohort and the percentages of those students who graduated within 150% by Aug 31, 2020.

The table below shows FTFT undergraduate students and is derived from the Integrated Postsecondary Education Data System (IPEDS) graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontradi-

tional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans or neither type of aid during the 2014-2015 cohort year (Sept. 1 - Aug. 31).

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2014-2015 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	15,626	1,841	12%
Male	5,557	550	10%
Female	10,069	1,291	13%
Nonresident Alien	8	3	38%
Hispanic/Latino	1,325	219	17%
American Indian/Alaskan Native	49	6	12%
Asian	85	25	29%
Black or African American	3,215	292	9%
Native Hawaiian or Other Pacific Islander	109	11	10%
White	5,264	798	15%
Two or more races	568	79	14%
Race or Ethnicity Unknown	5,003	408	8%
Pell Grant Recipients	10,104	1,224	12%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	839	184	22%

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2014-2015 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	15,626	1,841	12%
Students who received neither Pell Grants nor Subsidized Stafford Loans	4,683	433	9%

**Excludes 30 students who became deceased after entering the cohort, but before they graduated.*

Institutional Graduation Rate

The 150% institutional graduation rate reflects the percentage of University students in the cohort who had completed their program of study within 150% of the published length of the program. It includes students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort year represented in the chart below is FY17 for associate and master's, and FY13 for bachelor's.

Institutional Graduation Rate

Associates Institutional	25.5%
Bachelors Institutional	39.9%
Masters Institutional	46.3%
Blended Undergraduate Institutional	38.2%
Blended Associates, Bachelors, Masters Institutional	39.2%

Retention Rates

IPEDS Retention Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and / or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution.

Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree- and / or certificate-seeking students from the previous fall who were still enrolled as of August 1st of the following year. .

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2019 (8/1/2019 to 10/31/2019)* 1,904

Count of FTFT undergraduate students enrolled Fall 2019 (8/1/2019 to 10/31/2019) still enrolled as of 8/1/2020 624

Retention 32.8%

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

Current regulations require the institution to disclose its retention rate as reported to the Integrated Postsecondary Education Data System (IPEDS). The University's FTFT bachelor's retention rate reported to IPEDS is shown in the table below.

Retention Rates for FTFT Bachelors Students (IPEDS)

Count of FTFT bachelors students enrolled Fall 2019 (8/1/2019 to 10/31/2019) 960

Count of FTFT bachelors students enrolled Fall 2019 (8/1/2019 to 10/31/2019) still enrolled as of 8/1/2020 397

Retention 41.4%

Institutional Retention Rates

The University's institutional retention rates reflect the percentage of students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 - June 30). A student is deemed "retained" if he or she posted attendance in his or her fourth class within the following time frames: (i) associate, 175 days; (ii) bachelor's, 175 days; (iii) master's, 210 days.

Institutional Retention Rates

Associates Institutional	58.9%
Bachelors Institutional	72.0%
Masters Institutional	74.4%

Student Diversity

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the Integrated Postsecondary Education Data System (IPEDS). Data reported are for enrolled full-time students.

Table 1 represents all enrolled students from July 1, 2019, through June 30, 2020. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2019, through June 30, 2020, time frame are shown in Table 2.

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

	Total Enrolled	Percentage
Total Enrollment	153,742	100%
Male	48,268	31.4%
Female	105,474	68.6%
Nonresident Alien	467	0.3%
Hispanic/Latino	16,276	10.6%
American Indian or Alaskan Native	988	0.7%
Asian	2,440	1.6%
Black/African American	30,325	19.7%
Native Hawaiian or Other Pacific Islander	974	0.6%
White	40,021	26.0%
Two or more races	3,592	2.3%

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

	Total Enrolled	Percentage
Total Enrollment	153,742	100%
Unknown	58,659	38.2%

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

	Total Enrolled	Percentage
Pell Grant Recipients	57,899	100%
Male	14,633	25.3%
Female	43,266	74.7%
Nonresident Alien	30	0.0%
Hispanic/Latino	6,371	11.0%
American Indian or Alaskan Native	407	0.7%
Asian	542	0.9%
Black/African American	13,555	23.4%
Native Hawaiian or Other Pacific Islander	329	0.6%
White	14,116	24.4%
Two or more races	1,606	2.8%
Unknown	20,943	36.2%

Note: information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2019, to June 30, 2020). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2019, to June 30, 2020 time frame.

Types of Education in Which Graduates Enroll

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

Approximately 24% of students who completed a bachelor's degree from University of Phoenix between July 1, 2019, and June 30, 2020, went on to enroll in a graduate or professional program. The most common programs students enrolled in are as follows:

- Business Administration and Management
- Healthcare Administration/Management
- Psychology
- Management Information Systems
- Mental Health Counseling

The data is derived from the IPEDS Completions Survey (July 1, 2019, to June 30, 2020, data) and the National Student Clearinghouse Student Tracker to identify enrollment in graduate programs as of December 31, 2020.

Working Alumni

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

University of Phoenix Alumni Employment by Industry*

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

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

Alumni Occupations

The following represents occupations of University of Phoenix alumni based on a survey completed in 2012 between Jan 25 and March 2 by 13,507 respondents::

University of Phoenix Alumni Occupation*

Engineer / Architect (including technology)	2%
Finance / Accountant	5%
Teacher / Educator / Education Administrator	10%
Sales / Marketing Representative	4%
Registered Nurse / Other Nursing Professional	6%
Executive / Manager / Administrator	9%
Operations / Production	6%
Technician / Technologist	4%
Other Health Professional	4%
Protective Services (Police, Fire, Security)	3%
Admin Support, Records / Data Processor	8%
Consultant	2%
Human Resources	2%
Psychologist, Counselor, Social Worker	2%
Business Owner	3%
Other	22%

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

Title II of Higher Education Act-Academic Year 2017-2018

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

To view these reports by state, please visit
<https://title2.ed.gov/Public/Home.aspx>

Title II HEA Pass-Rate Information

Program completers achieved the following scores for academic year 2017–2018:

Arizona

Traditional Assessment Data

Professional knowledge — Elementary: 98%

Professional knowledge — Secondary: 100%

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

Aggregate professional knowledge: 99%

Aggregate content areas: 98%

Special populations: 96%

Alternative Assessment Data

Aggregate summary all tests: Fewer than 10 candidates, score not provided

California

Traditional Assessment Data

California basic educational skills test (CBEST): 100%

Reading instruction competence assessment (RICA) — Elementary only: 69%

Aggregate content areas: 99%

Alternative Assessment Data

California Basic Educational Skills Test (CBEST): 100%

Reading instruction competence assessment (RICA) - Elementary only: 100%

Aggregate content areas: 100%

Colorado

Aggregate summary all tests: 92%

Hawaii

Aggregate basic skills: 100%

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

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

Aggregate summary all tests: 100%

Indiana

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

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

Missouri

Aggregate academic knowledge: Fewer than 10 candidates, score not provided

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

Aggregate summary all tests, combined 3 academic years: 93%

Nevada

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

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

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

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

Aggregate summary all tests: 82%

New Mexico

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

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

Aggregate summary all tests, combined 3 academic years: 82%

Texas

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

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

Utah

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

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

Aggregate summary all tests, combined 3 academic years: 100%

Program Information for Academic Year 2017–2018

	AZ	CA	CO	HI	IN	MO	NM	NV	TX	UT
Number of students enrolled	6,256	930	46	64	7	4	30	61	4	8
Number of students in student teaching	509	164	13	17	1	2	7	13	1	6
Number of supervising faculty including part- and full-time	237	48	9	5	1	1	2	7	1	2
Student-to-faculty ratio for student teaching	2:1	3:1	1:1	3:1	1:1	2:1	3:1	2:1	1:1	3:1
Average hours per week in student teaching	40	40	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	12	12	16	13	14	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No	No	No

Federal Financial Aid Application Process

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

Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program. Admissions and program requirements vary by state.

Please refer to the Academic Catalog for state- and/or program-specific information at

<https://www.phoenix.edu/degrees/academic-catalog.html>

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

- Annual Student Loan Acknowledgment
- Federal Direct Loan Master Promissory Note (MPN)
- Entrance counseling

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

Referrals to the Office of Inspector General

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

Federal, State and Institutional Financial Aid Programs

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

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

<https://www.phoenix.edu/campus-locations.html>

General Eligibility Requirements

General eligibility requirements that must be met prior to a student receiving federal financial aid for most federal, state, and institutional funding are as follows:

- Must file a FAFSA for the current award year
- Must be admitted as a degree-seeking student to a qualified undergraduate, post-baccalaureate, graduate, or eligible certificate program
- Must be a U.S. citizen or eligible non-citizen
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau)
- Must be registered with the Selective Service Administration, if required by law
- Must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program*
- Must be enrolled at least half time to be eligible for Direct Loan Program funds
- Must not be in default on any prior federal student loan

- Must be meeting the University's Financial Aid Satisfactory Academic Progress standards
- Must submit all requested documents and those documents must not be found to limit the student's eligibility
- Must not owe an overpayment on any federal financial aid grant or federal Direct Loan program funds
- Must have a high school diploma or GED certificate, or pass a test approved by the U.S. Department of Education, or have completed a high school education in a home school setting approved under state law

For additional eligibility requirements, visit

<https://studentaid.gov/understand-aid/eligibility/requirements>

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

Victims of Natural Disaster

If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as income for calculating the family's EFC. Students should contact their Finance Advisor for further information.

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

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

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

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

For additional information on how the University calculates and awards Pell Grants, please review the

Federal Pell Grant/IASG Policy in the Financial Aid Policies appendix.

For additional information on how the University calculates and awards Pell Grants, please review the

Federal Pell Grant/IASG Policy in the Financial Aid Policies appendix.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduate students pursuing their first bachelor's degree and demonstrating exceptional financial need. Federal Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for an FSEOG. The FSEOG does not have to be repaid.

For more detailed information on eligibility and how to apply for FSEOG, visit: <https://studentaid.gov/understand-aid/types/grants/fseog>

Iraq and Afghanistan Service Grant (IASG)

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

- The student is pursuing a first bachelor's degree;
- The student is not eligible for a Federal Pell Grant on the basis of the student's Expected Family Contribution (EFC) but meets the remaining Federal Pell Grant Eligibility requirements; and
- At the time of the parent/guardian's death, the student was less than 24 years old OR enrolled at least part time at an institution of higher education

The maximum award of the IASG is equal to the maximum Federal Pell Grant that is available for the award year, but cannot exceed the student's cost of attendance when coordinated with the student's other financial aid awards. As required by the Budget Control Act of 2011 (the sequestration law), award amounts for any IASG that is first disbursed on or after October 1, 2020, and before October 1, 2021 must be reduced by 5.7 percent. This amount changes every year based on the Budget Control Act.

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

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

State Grants

Students may also be eligible to receive funding through state grant or scholarship programs, where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact Student Financial Services at (866)766-0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at: <https://www.phoenix.edu/campus-locations.html>

The actual amount of state grants awarded to any student is contingent on the availability of funds. The University cannot guarantee any funding from the state grant sources listed, as the list is subject to change without notice based upon changes in state budgetary constraints, state law or regulation, and/or University participation

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

ARIZONA

Arizona Commission for Postsecondary Education (ACPE)

602.258.2435

<https://highered.az.gov>

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

OHIO

Ohio Higher Ed

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

Ohio College Opportunity Grant Program

Tamika Braswell

614.728.8862

<https://www.ohiohighered.org/ocog>

Ohio War Orphans Scholarship

Amber Brady

(614) 752-9528

<https://www.ohiohighered.org/ohio-war-orphans>

VERMONT

Vermont Student Assistance Corp (VSAC)

800.882.4166 | Burlington area 802.654.3750

<https://www.vsac.org>

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

<https://www.vsac.org/about/our-outreach-programs/gear-up>

Vermont Incentive Grant Program

<https://www.vsac.org/pay/student-aid-options/grants>

Scholarships

The University of Phoenix website has a comprehensive scholarship section at https://www.phoenix.edu/tuition_and_financial_options/scholarships.html to aid students in their scholarship efforts. This website features scholarships offered by University of Phoenix, links to various external scholarships through iGrad, scholarship resources, tips, answers to frequently asked questions (FAQ) and more.

Federal Scholarships

Children of Fallen Heroes Scholarship

A Federal Pell Grant-Eligible student whose parent or guardian died in the line of duty while serving as a public safety officer is eligible, under the Children of Fallen Heroes Scholarship, to receive a maximum Federal Pell Grant award.

To qualify for this scholarship, a student must:

- Be otherwise eligible for the Federal Pell Grant;
- Have a Federal Pell Grant eligible EFC
- Be less than 24 years of age OR enrolled at an institution of higher education at the time of the parent or guardian's death

Definition of a public safety officer:

- Defined in section 1204 of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3796b):
- an individual serving a public agency in an official capacity, with or without compensation, as a law enforcement officer, as a firefighter, or as a chaplain;
 - an employee of the Federal Emergency Management Agency who is performing official duties of the agency in an area, if those official duties-
 - are related to a major disaster or emergency that has been, or is later, declared to exist with respect to the area under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.); and
 - are determined by the director of the Federal Emergency Management Agency to be hazardous duties;
 - an employee of a state, local, or tribal emergency management or civil defense agency who is performing official duties in cooperation with the Federal Emergency Management Agency in an area, if those official duties-
 - are related to a major disaster or emergency that has been, or is later, declared to exist with respect to the area under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.); and
 - are determined by the head of the agency to be hazardous duties; or
 - a member of a rescue squad or ambulance crew who, as authorized or licensed by law and by the applicable agency or entity, is engaging in rescue activity or in the provision of emergency medical services.
 - A fire police officer, defined as an individual who is serving in accordance with State or local law as an officially recognized or designated member of a legally organized public safety agency and provides scene security or directs traffic in response to any fire drill, fire call, or other fire, rescue, or police emergency, or at a planned special event.

Students who believe they qualify for this scholarship must notify the University's Student Financial Services at StudentFinancialServices@phoenix.edu or 888-346-8679 and provide any required documentation requested. The University will determine, based on the documentation submitted, whether or not the student meets the eligibility criteria

Institutional Scholarships

University of Phoenix offers a number of institutional scholarships to current or potential students. The University website, https://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html is updated regularly for institutional scholarships, qualifications and selection criteria as opportunities become available.

External Scholarships

External scholarships are available to the general public, which may include University of Phoenix students. Private outside entities develop and fund external scholarships. A student's eligibility for an external scholarship depends on qualifying requirements that vary from scholarship to scholarship as determined by the provider. We've worked with iGrad to provide a search tool with a list of many available national and local scholarships. Current students can access iGrad directly through the student portal. Prospective students can create an iGrad account at <https://phoenix.igrad.com/> to learn more.

University Tuition Adjustments

The University understands that from time to time a student may experience an unexpected financial hardship impacting his/her ability to pay a tuition and fee balance owed to the University. The University offers several programs to assist these students. These programs will have varied eligibility criteria and may require the student exhaust all other forms of federal financial aid including Federal Pell Grant and Direct Subsidized and Unsubsidized Loans. Students who are experiencing a financial hardship and wish to be considered for these programs should speak with their Financial Advisor.

Note: The University reserves the right to discontinue these programs without advance notice.

Loans

Federal Direct Loan (DL) Program

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

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

Direct Subsidized Loan Time Limitation Note: Federal regulations limit a first-time borrower's* eligibility for Direct Subsidized Loans to a period not to exceed 150% of the length of the borrower's educational program. Under certain conditions, first-time borrowers who have exceeded the 150% limit may lose the interest subsidy on outstanding Direct Subsidized Loans. For more detailed information on Direct Subsidized Loan Time Limitation, visit <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized#eligibility-time-limit>

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

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN), <https://studentaid.gov/app/launchMpn.action> and the Direct Loan Disclosure Statement

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/subUnsubHTMLPreview.action>, attached to the Master Promissory Note (MPN)

For more detailed information on eligibility and how to apply for the Federal Direct Loan Program, visit <https://studentaid.gov/understand-aid/types/loans>

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

Federal Direct PLUS Loan for Parent(s)

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

Terms and Conditions - Students whose parent(s) receive a PLUS Loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at <https://studentaid.gov/app/launchMpn.action>

Borrower's Rights and Responsibilities - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/mpnPlusHTMLPreview.action>, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for Direct Parent PLUS Loans, visit <https://studentaid.gov/understand-aid/types/loans/plus>

Federal Direct PLUS Loan for Graduate and Professional Degree Students

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

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

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at <https://studentaid.gov/app/launchMpn.action>

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/mpnPlusHTMLPreview.action> attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more detailed information on eligibility and how to apply for the Direct PLUS Loan for Graduate and Professional students, visit <https://studentaid.gov/app/launchPLUS.action?plusType=graPlus>

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

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

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

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

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

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

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, please visit

<https://studentaid.gov/edgov/types/loans/interest-rates>

Interest Rate Cap for Military Members

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

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

Prior Federal Loans and Financial Aid History

Federal financial aid borrowers can check the interest rate, servicer information and other financial aid history via the National Student Loan Data System (NSLDS) at

https://nslds.ed.gov/nslds/nslds_SA/

State Loans

The University does not actively participate in nor promote any specific state loan programs. Students interested in a state loan program should contact their respective state for information on rates, how to apply, and any terms and conditions. The University will complete and provide information to the state for any state loans that have been requested as required. Based on University records, students have recently received state loans from the following states:

Arizona

Arizona Commission for Postsecondary Education (ACPE)

(602) 258-2435

<https://higher.ed.gov>

Arizona Teacher Student Loan Program (formerly Math, Science, and Special Education Teacher Loan Forgiveness Program)

<https://azgrants.az.gov/arizona-teacher-student-loan-program-formerly-math-science-and-special-education-teacher-loan>

New Jersey

Higher Education Student Assistance Authority

<https://www.hesaa.org/Pages/Default.aspx>

NJCLASS Family Loan

<https://www.hesaa.org/Pages/NJCLASSHome.aspx>

Ohio

Ohio Higher Ed

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

Nurse Education Assistance Loan Program (NEALP)

Tamika Braswell

(614) 728-8862

<https://www.ohiohighered.org/nealp>

Vermont

Vermont Student Assistance Corp (VSAC)
(800) 882-4166 | Burlington area (802)-654-3750
<https://www.vsac.org/>

Vermont Student Assistance Corp Loan
<https://www.vsac.org/student-loans>

Private Student Loans

Private loans may be available for both students and parents who are not eligible for need-based federal financial aid or who want to supplement their federal and/or state financial aid. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. For debt management purposes, the University encourages applicants to first complete the federal financial aid application to determine eligibility for grants and federal direct loans and to borrow wisely, utilizing funding solely for direct educational expenses related to attendance at the University.

Students applying for a private loan are required to complete a Self-Certification form before the lender can disburse funds to the University. Students complete the form directly with the lender. However, the University may assist in completion of applicable sections of the form. If a student requests a self-certification form, the University will provide the written or electronic form developed by the Secretary. The lender determines eligibility and amounts are limited to the cost of attendance minus other aid, including discounts and any other resources received.

For more information on the difference between federal and private loans, please visit <http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/>

Financial Aid Awarding

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

Academic Year Requirements for Financial Aid Recipients

The University defines its academic year as follows:

- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.
- Associate programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time.
- Associate programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time.
- Bachelor's programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master's programs are a minimum of 24 credits and 48 weeks of instructional time.
- Competency Based Education (CBE) Programs are a minimum of 24 credits and 32 weeks of instructional time
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

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

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

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

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

Cost of Attendance

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

Cost of Attendance Components	Undergraduate Certificate***	Associate 9-Week	Associate 5-Week	Bachelor's Degree (non-CBE)	Graduate Certificate ****	Master's Degree (non-CBE)	Degree CBE	Doctoral Certificate	Doctoral Degree
Tuition*	\$8,274	\$9,480	\$9,480	\$9,336	\$12,294	\$15,600	\$7,200	\$12,150	\$19,368
rEsource Fees	\$1,197	\$1,368	\$1,368	\$1,368	\$1,170	\$1,560	-	\$1,020	\$1,632
Living Expense/ Loan Fees**	Total: \$7,857	Total: \$7,866	Total: \$8,740	Total: \$8,750	Total: \$7,893	Total: \$10,548	Total: \$7,016	Total: \$7,032	Total: \$10,512
Room and Board	\$5,265	\$5,265	\$5,850	\$5,850	\$5,265	\$7,020	\$4,680	\$4,680	\$7,020
Transportation/ Miscellaneous/ Personal care Expenses	\$2,556	\$2,556	\$2,840	\$2,840	\$2,556	\$3,408	\$2,272	\$2,272	\$3,408
Loan Fees	\$36	\$45	\$50	\$60	\$72	\$120	\$64	\$80	\$84
Annual COA	\$17,328	\$18,714	\$19,588	\$19,454	\$21,357	\$27,708	\$14,216	\$20,202	\$31,512

*The tuition component is based on a per credit weighted average for each credential level across the entire University

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

***The figures provided for undergraduate programs are illustrative and based on 21 credits.

****The figures provided for graduate certificate programs are illustrative and based on 18 credits

For detailed information regarding actual tuition fees for programs and locations, contact a finance advisor or visit the tuition and fees web page https://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html. For a list and definitions of all tuition and mandatory fees, including rEsource Fee, at the University, visit: <https://www.phoenix.edu/degrees/academic-catalog.html>

Grade-Level Determination

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

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

Undergraduate Grade-Level Determination

Grade Level	Credits Completed for Primary Program (Includes Transfer Credit)
GL 1 (freshman)	0-24
GL 2 (sophomore)	25-48
GL 3 (junior)	49-72
GL 4 (senior)	73+

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

Verification

A federal financial aid student may be selected for verification by the U.S. Department of Education Central Processing System (CPS). The CPS prints an asterisk next to the expected family contribution (EFC) on the Student Aid Report (SAR) or SAR Acknowledgement to identify the student has been selected for verification. The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications. For further information on the verification process and actions required, refer to the Verification Policy.

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis. Special circumstances will include conditions that differentiate an individual student from a whole class of students and those impacted by a federally declared major disaster, as defined in the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)).

The University will not accept professional judgments made for a student by another school but will independently review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education.

If a student wishes to request a professional judgment, the student should email Student Financial Services at StudentFinancialServices@phoenix.edu or speak over the phone at 1-888-346-8679.

The following are a few examples of when the University may make a professional judgment:

- elementary or secondary school tuition,
- medical or dental expenses not covered by insurance,
- nursing home expenses not covered by insurance,
- dependent care,
- childcare costs,
- a student who is a dislocated worker,
- the loss of employment of an independent student,
- cases where a family member is a dislocated worker,
- cases where a change in the student's housing status results in homelessness,
- recent unemployment of a family member whose income is included,
- other changes in the family's income, assets or a student's status,
- number of parents enrolled at least half-time in a degree, certificate, or other program leading to a recognized educational credential at an institution with a program participation agreement

NOTE: The use of professional judgment is neither limited to nor required in the situations mentioned above. The University will complete verification before exercising professional judgment for students who have been selected for verification.

Conflicting Information

The University must identify and resolve discrepancies in the information received from different sources that affect a student's eligibility for federal student aid. Some of these areas include but are not limited to:

- All student applications (e.g. Admissions Application, FAFSA, etc.)
- Need analysis documents received from ED (e.g., Institutional Student Information Records (ISIRs))
- Federal Tax Return Transcripts and copies of federal tax returns
- Information regarding a student's citizenship
- Previous educational experience (e.g., school credentials such as a high school diploma)
- Documentation of the student's Social Security Number (SSN)
- Late arriving aid from third party sources (see Other Resources section below)
- Other factors relating to the student's eligibility for Federal Student Aid Programs (e.g., compliance with the Selective Service registration requirement)

Other Resources

Students are required to disclose financial assistance (i.e., other resources) that will be paid by a third party on their behalf. Based on the type of other resource received, it may be considered estimated financial assistance (EFA). If it is considered EFA, it will be included in determining if the student's assistance exceeds the cost of attendance. For examples of other resources, please refer to the Packaging Philosophy Policy.

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

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

Satisfactory Academic Progress

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

Information regarding satisfactory academic progress for financial aid recipients can be found in the Federal Financial Aid Satisfactory Academic Progress (SAP) Policy.

Satisfactory Academic Progress for VA Education Benefits

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

Academic Probation

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

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

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

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

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

Academic Disqualification

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

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

Student Financial Responsibilities, Policies and Options

Student Financial Responsibilities

The University will invoice students for all courses and mandatory fees anticipated for a payment period, which represents half of the student's academic year. A payment period typically includes four courses. Students are responsible for ensuring all tuition and mandatory fees are paid, whether in attendance or not. Students can access account balances and student account information on the student portal. When a student is considered administratively, officially or unofficially withdrawn from his or her program, the University must determine how much federal financial aid funds were earned and return any unearned portion to the appropriate federal financial aid program(s). As a result, the withdrawn student may owe payment to the University or may be eligible to receive a refund.

Meeting Financial Plan Obligations

Students are subject to finance approval by Financial Services prior to enrolling in a course. Tuition, mandatory fees, and sales tax, if applicable, for each course must be paid according to the terms of the primary financial option indicated in the student's Financial Plan located on the student website. Students may not be allowed to attend courses if a payment is due or if paperwork is required. All necessary paperwork or payment arrangements should be resolved prior to the course deadline.

A student may be administratively withdrawn from the program for failure to make payment in accordance with the Student Responsibility to Pay Agreement. Students who are administratively withdrawn will not be permitted to attend a future course until the amount owed is paid in full or satisfactory payment arrangements are made. In addition, students are required to be in compliance with University financial policies before grades and transcripts will be issued or the degree awarded, unless otherwise required by law. If payment for tuition and electronic course materials fees is not received, the student may be withdrawn from the program and subjected to the collections process. The University reserves the right to refer your delinquent account to a 3rd party collection agency. All costs of collection, court costs and reasonable attorneys' fees may be added to delinquent accounts collected through third parties.

Tuition

Information regarding the University's tuition rates is published in the University's Academic Catalog's Tuition and Fees section.

Mandatory Fees

Information regarding the University's mandatory fees is published in the University's Academic Catalog's Tuition and Fees section.

State Tax

The University will collect sales tax on tuition, mandatory fees, digital goods or access to digit information as required by state law. Contact Student Financial Services for the current list of states requiring sale tax to be collected.

Financial Policies

Multiple-Tuition Discount Policy

The University offers various promotional offers which may have overlapping active periods. Students will receive all promotional offers for which they qualify per each promotions eligibility standards. There are some promotions which may not combine with other offers. If you have a question regarding not receiving promotional benefits for which you believe you qualify please contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 888.346.8679.

Payment Policies

Payments are accepted on the student portal at <http://my.phoenix.edu> by check, credit card or debit card Student Financial Services can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

University of Phoenix

Dept 880175
P.O. Box 29650
Phoenix, AZ 85038-9650

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

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

Tuition Refund Policy

Institutional

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

- Students who withdraw from a course prior to the start date will receive a 100% refund for that course.
- Students who have completed 60% or less of the course are eligible for a pro rata refund. The pro rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course. *
- The University does not refund tuition for any completed course.

When a student begins a program under Applicant (RR) status, pending the completion of the student admission file, and is subsequently denied admission, the student may be eligible for a full tuition refund. A request for such a refund must be made in writing to a Financial Advisor within 60 days of the denied admission.

Here is an illustrative example of a refund for a 5-week course at the University:

Weeks Attended	Refund for 5-Week Course
1 Week	80% Refund
2 Weeks	60% Refund
3 Weeks	40% Refund
4 Weeks	No Refund
5 Weeks	No Refund

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

Resource fees are nonrefundable, unless prohibited by law. A student who withdraws from a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within 180 days of the course's original start date.

State

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

Arizona

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

California

Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception: Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus services operations manager at the appropriate address listed below.

Refund administrative address for students attending any of the four California regions (Southern California, San Diego, Central Valley and Sacramento Valley):

University of Phoenix

3110 E Guasti Road
Ontario, CA 91761

Refund administrative address for California residents attending Online:

University of Phoenix

4035 S Riverpoint Pkwy.
Phoenix, AZ 85040

Nevada

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

- If it is determined the University substantially failed to furnish the program agreed upon in the enrollment agreement, the University will refund to the student all the monies paid.
- If the student withdraws, or is expelled, after the start of the first class session and before the completion of more than 60% of the program, the institution shall refund to the student the tuition agreed upon in the enrollment agreement in accordance with the University's Institutional Refund Policy, minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- The University may retain any nonrefundable deposit paid to secure a position in the program upon acceptance.

- Refunds will be paid to the person who paid the tuition within 15 calendar days after one of the following, whichever is applicable:
 - The date of cancellation by a student of his or her enrollment
 - Termination by the University of the enrollment of the student
 - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
 - The last day of attendance of a student
- For purposes of this refund calculation, the period of attendance is measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.

Online

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

Financial Options

Understanding and choosing the right finance plan is critical to the successful completion of the student's selected program. University of Phoenix offers a number of finance plan options to assist student's in managing financial obligations. The University will invoice students for all courses and mandatory fees anticipated for a payment period, which represents half of the student's academic year. A payment period typically includes four courses. The student can utilize one or more of the plans listed below, depending on personal circumstances. For more detailed information regarding actual tuition and fees for programs and locations, please refer to the University's Academic Catalog or contact a finance advisor with any questions regarding financial options and scholarships.

Cash Plan

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

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

Federal Financial Aid Plan

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

The University will defer payment of applicable tuition and mandatory fees based on anticipated federal grant and/or loan disbursements. The Federal Financial Aid Plan requires all federal aid disbursed to be applied to tuition and mandatory fees invoiced.

Tuition and mandatory fees invoiced but not paid by anticipated or actual federal grant and/or loan disbursements are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

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

Tuition Deferral Plan

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

Military Education Benefits

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

The University does not encourage or require a student using military Tuition Assistance benefits to pay his or her electronic course materials fee prior to attending class.

Employer Tuition Reimbursement

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

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

Third-Party Billing Plan

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

Approved Employer

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

American Indian Tribal Nation Education Benefits

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

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

Military Benefits

Veterans Education Benefits

Students who are entitled to federal VA education benefits must make initial contact with a campus Veterans Affairs certifying official. A formal application for admission to the University should be completed before applying for federal VA education benefits. Applications for veteran education benefits should be sent to a local campus point of contact, school certifying official at University of Phoenix central administration or Student Financial Services for submission to the U.S. Department of Veterans Affairs (VA).

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

Federal VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the VA can determine eligibility. For information, a student should contact a VA representative at 888 GI BILL 1 (888 442 4551) or review <http://www.gibill.va.gov>

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

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

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the educational service officer on the military base. University of Phoenix does not participate in the VA education advanced payment program. More information about veterans benefits can be reviewed at https://www.phoenix.edu/colleges_divisions/military.html

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

Credit for Prior Education and Training

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

Please ensure all prior education transcripts and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University.

Academic credits earned for courses appearing on an official transcript from an accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation.

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

Students receiving Chapter 30, 32, 33, 35, 1606 and 1607 benefits while attending University of Phoenix North Carolina campuses are required to submit a copy of high school transcripts if they are transferring fewer than 24 credits to University of Phoenix from a previously attended postsecondary institution

Military Tuition Assistance

To obtain federal Military Tuition Assistance, visit your local installation education office or virtual education center to receive college counseling and develop an education plan. From that point, a student can submit a Military Tuition Assistance request; for more information, visit https://www.phoenix.edu/colleges_divisions/military/military-financial-options.html

A student can currently receive 100% of federal tuition assistance from military service, with a \$250 cap per semester hour. Annual tuition assistance limits are determined by each branch of service and are subject to change at any time. If a student wants to apply for Military Tuition Assistance, that student will need to submit a completed authorization form to a military advisor at least two weeks before a course start date.

VA Tuition Assistance Top-Up Benefit

Top-Up allows VA to pay the difference between what Tuition Assistance (TA) pays and the cost of the course. The law prohibits active-duty students from receiving regular Chapter 30 benefits and TA for the same course; however, VA students, to include National Guard and Reserve servicemembers who earned Chapter 30 benefits while on active duty, in receipt of TA may receive the Chapter 30 Top-up benefit. Detailed information about Tuition Assistance Top-up and about applying for Top-up is available on the GI Bill® website, http://www.benefits.va.gov/gibill/tuition_assistance.asp GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

Unearned Tuition Assistance

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

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

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

- a.If a student does not begin attendance at the University, start a particular course, or the course is cancelled by the University, the University will return 100% of any TA funds received.
- b.If a student withdraws from a course TA funds received by the University will be returned on a pro rata basis according to the student's last date of attendance, also known as LDA. The last date of attendance will be used to determine the number of weeks the student attended the course. Once the last date of attendance has been determined, the University will calculate the pro rata percentage by dividing the number of weeks remaining by the total number of weeks in the course. Examples based on course length include:

Here is an illustrative example of a refund for a 5-week course at the University:

Weeks Attended	Refund for a 5-Week Course
1 Week	80% Returned
2 Weeks	60% Returned
3 Weeks	40% Returned
4 Weeks	No Return
5 Weeks	

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

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

Servicemember Readmission

Please refer to the Servicemember Readmission Policy in the University's Academic Catalog for further information on the readmissions of servicemembers.

Federal Financial Aid Counseling

Federal Direct Loan Entrance Counseling

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

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

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

Federal Direct Loan Exit Counseling

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

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

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

Federal Loan Repayment

Federal Student Loan Deferments (Postponing Payments)

A deferment is a temporary postponement of payment on your federal student loan(s) that is allowed under certain conditions. Students may be eligible for a variety of deferment options including:

- In-school deferment
- Economic hardship deferment
- Cancer treatment deferment
- Graduate fellowship deferment
- Military service and post-active duty student deferment
- Parent PLUS borrower deferment
- Rehabilitation training deferment
- Unemployment deferment

For students enrolled at least half-time at the university, in-school deferment of federal loans is generally automatic based on enrollment reporting the university provides to the National Student Loan Data System (NSLDS) on a weekly basis. If you are enrolled at the university at least half-time and your federal loans are not automatically deferred, please contact your federal loan servicer and request a loan deferment form. Completed deferment forms may be submitted by fax: (480) 643-1000 or email: studentrecordsspecialists.inbox@phoenix.edu.

For all other deferment options, students should contact their federal loan servicer. More information on each deferment option may be viewed at <https://studentaid.gov/manage-loans/lower-payments/get-temporary-relief/deferment>.

Federal Student Loan Simulator

The Federal Student Loan Simulator is a tool that may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available.

For more information regarding loan payment plans and to simulate other repayment plan options please use the ED's loan simulator tool available at <https://studentaid.gov/loan-simulator/>.

Sample Standard Repayment Calculator Detail

Loan Amount	\$15,000
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Interest Rate	2.8%
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Repayment Summary

Months in Repayment	120
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Monthly Payment	\$143
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Total Interest Payment	\$2,174
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Total Loan Payment	\$17,174
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With the standard plan, a fixed payment amount is due each month until loans are paid in full. Monthly repayments will be at least \$50, and have up to 10 years to repay

Graduated Repayment Detail - 120 months starting at a payment of \$79 and a final monthly payment amount of \$237 Total interest paid would be \$2,688, for a total of \$17,688

Extended Repayment (Fixed or Graduated Plans) - Only available for loan amounts greater than \$30,000

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

Federal Student Loan Consolidation

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

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

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

More information regarding loan consolidation is located at <https://studentaid.gov/app/launchConsolidation.action>

Federal Student Loan Forgiveness, Cancellation and Discharge

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

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

Detailed information on these options is available at <https://studentaid.gov/manage-loans/forgiveness-cancellation>

Financial Aid Disbursements

Federal Funds

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

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

NOTE: Students enrolled in Competency Based Programs (CBE) at the University will receive their first disbursements after the third week of classes has begun to confirm enrollment (academic related activity) in all courses scheduled for the payment period.

Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Direct First-Time, First-Year Borrower	30 days after academic year or program start date	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Direct Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS	3 days after the academic year start date or 3 days after date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Grants		
Pell Grant Iraq Afghanistan Servicemembers Grant (IASG)	3 days from the academic year start date or 3 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Student Education Opportunity Grant (FSEOG)	3 days from the academic year start date or 3 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
State and Institutional Grants	Varies: Dependent on individual state requirements	Varies: Dependent on individual state requirements
Private Loans	Varies: Dependent on individual state requirements	Varies: Dependent on individual state requirements

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

Federal Financial Aid Book Voucher

Pell eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period and disbursed funds would create a federal financial aid credit balance. Student Financial Services will notify these students of the University's book voucher request process. If the student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period.

Students may opt out of this offer by not requesting the book voucher.

Federal Financial Aid Credit Balance

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

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

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

Cancellation of Federal Financial Aid

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

State Funds

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

Awarding Aid to Transfer Students

A student who enrolls in a program at the University who has an overlapping academic year (AY) with a prior program, either at the University or at another institution is referred to as a transfer student. An overlapping AY exists if the student begins a program at the University prior to the expiration of the student's prior AY. There are 3 types of transfers: external, internal, and advancing programs.

External Transfer Student

Student previously attended a program at an institution other than the University of Phoenix.

Internal Transfer Student

Student previously attended a program at the University of Phoenix but did not complete this program.

Advancing Program Student

Student previously attended a program at the University of Phoenix, completed this program, and began another program at the University.

For more information on the University's treatment and determination of federal financial aid eligibility for transfer students, please refer to the Awarding Aid to Transfer Students Policy.

Determining Enrollment at the University

Please refer to the Enrollment Status Policy in the University's Academic Catalog for further information on determining enrollment at the University.

Course Attendance Policy

Please refer to the Course Attendance Policy in the University's Academic Catalog for further information on course attendance.

Withdrawing from the University

Circumstances may necessitate withdrawal from the University. For further information on officially, unofficially or administratively withdrawing from the University, please see the University's Withdrawal Policy in the Academic Catalog. For information on tuition refunds, please see the Tuition Refund Policy.

Students who withdraw and are receiving federal student aid funds should refer to the Return of Title IV Policy found in the Financial Aid Policies Appendix for information regarding any impact to their federal student aid.

Leave of Absence

Any student wishing to request a Leave of Absence (LOA) should contact his or her academic counselor to discuss available options. The Leave of Absence request form can be completed by accessing the student portal. Refer to the University's Academic Leave of Absence Policy found in the University's Academic Catalog for further information.

Students who are granted an LOA and are receiving federal student aid funds should refer to the Leave of Absence Policy found in the Financial Aid Policies Appendix for information regarding any impact to their federal student aid.

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy Act

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

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

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

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

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

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

The following are not interpreted as education records:

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

Releasable Information - Directory

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

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

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

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

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

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

Information Not Released - Non-Directory

Information that must not be released:

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

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

- Citizenship*
- Country of origin*

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

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

** Although this information may be disclosed without prior written consent according to FERPA, the University policy is to maintain the confidentiality of this student information.*

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

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

- School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment
- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials such as Apollo Education Group, Aptimus, Protiviti, National Student Clearinghouse, Taylor Corporation, Education Sales Management, InsideTrack, Salesforce, Iron Mountain, Vocado, iGrad, Google, Regent Education, TK20, College Board, Loan Science, Civitas, Pendo.io, Inc., Blackboard, Tevera, and other services.
- Collection agencies (States Recovery Systems, FMS, CBE Group and Resolution Assets Services).
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.

- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution's policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim's next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the institution to defend itself.
- The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.
- A school official is defined as:
 - A person employed by the University in an administrative, supervisory, academic, research or support staff position.
 - A person employed by or under contract to the University to perform a task.
 - A person serving on an institutional governing body or committee.
- A school official has a legitimate educational interest if:
 - Performing a task specified in his or her job description or contract.
 - Performing a task related to a student's education.
 - Providing a service or benefit related to a student or a student's family.
 - Representing a school in which a student seeks to enroll.
 - Disclosing information to federal and state authorities auditing compliance of federal or state support programs.
 - Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid.
 - Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released.
 - Performing studies on behalf of educational institutions.
 - Disclosing information to accrediting organizations carrying out their function.
 - Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

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

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

Student Right to Access

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

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

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

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

Procedure

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

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

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

If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of his or her right to challenge the information. A student's request for a formal hearing must be made in writing and submitted to the Registrar's Office. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student's expense.

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

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

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

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

If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

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

- Confidential letters and recommendations for which they have waived their rights of inspection

- Educational records containing information about more than one student (Access is permitted only to that part of the record concerning the inquiring student.)
- Records of instructional, supervisory, administrative and certain educational personnel, which are in the possession of the originator
- Records connected with an application to attend the University if the application was denied (For example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.)

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

Exception: The University may release foreign transcripts to students.

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

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

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

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

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

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

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

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

Solomon Act

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

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

If available, the following information will also be provided:

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

Student Loan Code of Conduct

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

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

Student Code of Conduct

University of Phoenix has established a Student Code of Conduct. Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in all University-related academic and professional discourse.

Students are accountable for their actions and are required to work independently and collaboratively with teams in achieving learning goals and objectives. As a member of the University's academic community, students acknowledge and accept an obligation to abide by the Student Code of Conduct on or off campus which is determined to impair, interfere with or obstruct the opportunities of others to learn, or which disrupts the mission, processes or orderly functions of the University, will be deemed misconduct. A violation of the Student Code of Conduct will be subject to appropriate disciplinary action.

For additional information on the Student Code of Conduct, see the Academic Catalog or contact the campus, <https://www.phoenix.edu/campus-locations.html>

Consumer Privacy Policy

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

Scope of Privacy Policy

The Privacy Policy applies to Personal Information we collect about users of our Sites, Apps, Wi-Fi hotspots, and other online services, (collectively, our "Services"), as well the Personal Information we otherwise collect about individuals, including current and potential students, alumni, visitors to our campuses, prospective students, and others with whom we interact, whether online, via phone, or offline. Certain Services may be subject to additional privacy policies or privacy disclosures relating to the services provided on the Site(s).

Information Collected & Used

We collect information about you directly from you, from third parties, and automatically through your use of our Services or interactions with us. We may combine the information we collect from these various sources. This table provides a summary of the personal information we collect and how we use it, which is further explained in our full Privacy Policy. While the actual information we collect and our use of such personal information varies depending upon the nature of our relationship and interactions, the table below provides a general overview of the categories of personal information we collect and the purposes for which we use such information.

Categories of Personal Information Collected

Name, contact information, and other identifiers: such as real name, alias, postal address, telephone number(s), unique personal identifier, online identifier, internet protocol (IP) address, email address, account name, social security number, driver's license number, passport number, or other similar identifiers.

Customer records: including paper and electronic customer records containing Personal Information, such as name, signature, social security number, physical characteristics or description, address, telephone number, passport number, driver's license or state identification card number, insurance policy number, education, employment, employment history, bank account number, credit card number, debit card number, other financial information, medical information, or health insurance information.

Protected classifications: such as race, color, sex, age, religion, national origin, disability, and citizenship status.

Commercial information: including records of personal property; products or services purchased, obtained, or considered; or other purchasing or consuming histories or tendencies.

Biometric information: physiological, biological, or behavioral characteristics that can be used alone or in combination with each other to establish individual identity, including imagery of fingerprint, face, and voice recordings-from which an identifier template can be extracted.

Internet or other electronic network activity information: including, but not limited to, browsing history; search history; and information regarding a consumer's interaction with an Internet website, application, or advertisement.

Geolocation data: precise geographic location information about a particular individual or device.

Audio, video and other electronic data: audio, visual, electronic, thermal, olfactory, or similar information, such as photos, call recordings, and CCTV footage.

Employment history: professional or employment-related information.

Education information: information regarding past and present education, including institutions attended, years of attendance, courses of study, attendance records, grades, awards earned, degree(s) obtained, discipline records, financial aid awards and payment history, as well as assignments and other student-generated work or contributions to online discussions. The information collected from a student or potential student may include both directory and non-directory information as those terms are defined in FERPA and the University's FERPA policy.

Inferences drawn from any of above categories of Personal Information: inferences used to create a profile about a consumer reflecting the consumer's preferences, characteristics, psychological trends, predispositions, behavior, attitudes, intelligence, abilities, and aptitudes.

Uses of Personal Information

- Administering applications, enrollment, registration, and financial services
- Providing support and services
- Personalizing content and experiences
- Marketing and promotional purposes
- Analyzing and improving our services and operations
- Securing and protecting our assets and rights and preventing misconduct
- Complying with legal obligations
- Supporting our general business operations

California residents. If you are a California resident, please be sure to review the Additional Information for California Residents section of the Privacy Policy for important information about the categories of personal information we collect and disclose and your rights under California privacy laws.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing communications from us, you may express your choice where indicated on the applicable communication, or you may unsubscribe as follows:

- **Email.** If you do not wish to receive marketing emails, follow the opt-out instructions in the footer of any marketing email we send or unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.
- **Postal Mail.** If you do not wish to receive marketing mailings, you may unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.
- **Phone.** If you do not wish to receive marketing telephone calls, you may express your choice during the call or unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.

- **Text.** If you do not wish to receive text messages, you may opt out by responding STOP to cancel future text messages. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866-766-0766.

The CCPA grants California residents certain additional rights and imposes restrictions on business as set forth in our Privacy Policy. If you are a California resident, your additional rights can be found here: https://www.phoenix.edu/copyright-legal/privacy_policy.html#ccpa.

COOKIES AND ADVERTISING

You also have certain choices about how we use your Personal Information for interest-based advertising purposes. You may update your preferences for third party tags and cookies on our Sites using our Preference Center, or you can select Do Not Track options on your personal devices or browsers. To opt out of third-party advertising cookies and tags on our Sites, select "Manage cookie preferences" from the footer of our webpages and turn off Targeting cookies.

We may also use device information, particularly in mobile advertising, to help deliver our advertising and measure ad campaign effectiveness. To assist us in using device information, we participate in the Adobe Experience Cloud Device Co-op. To learn more about Adobe's Experience Cloud Device Co-op, please visit Section 8. Interest-Based Advertising of our Privacy Policy: https://www.phoenix.edu/copyright-legal/privacy_policy.html.

SOCIAL NETWORKING CONTENT

You may change various user settings related to sharing your Personal Information contained in any user profile you set up as part of Social Network activities furnished by us, subject to contractual, academic, legal, or technical restrictions and reasonable notice. Note that your withdrawal from Social Network activities might prevent us from providing you with certain products or services. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.edu.

OTHER IMPORTANT INFORMATION

We have implemented security measures to protect against the loss, misuse, and alteration of the Personal Information under our control. However, no data transmission over the Internet can be guaranteed to be completely secure. As a result, although we will utilize such measures, we do not guarantee you against the loss, misuse, or alteration of Information under our control, and you provide Personal Information to us at your own risk. You should always take care how you handle and disclose your Personal Information and should avoid sending Personal Information through insecure email, Social Networks, or other Internet channels.

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

You may also contact us via one of the below methods:

Mail: University of Phoenix
Registrar's Office
4035 S Riverpoint Parkway
Phoenix, AZ 85040

Registrar's Office - Admissions and Records Service Center
Phone: (800) 866-3919

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

Contact Us

Should you have any questions about our privacy practices, please contact us at Office.ComplianceUOPX@phoenix.edu or by mail:

University of Phoenix
Ethics, Compliance, and Data Privacy
4035 S Riverpoint Parkway
Phoenix, AZ 85040

Filing a Complaint

Local Campus Students

University of Phoenix is regulated by various state regulatory bodies for filing complaints in the state that a student resides. If a campus based student chooses to file a complaint, he or she can submit an internal complaint to the University's Resolution Services and/or file an external complaint with the designated state regulatory agency.

Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Suite 3008, Phoenix, AZ 85007; telephone (602) 542-5709; <https://ppse.az.gov/>

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.431.6959, 888.370.7589.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Commonwealth of the Northern Mariana Islands: The student may contact the Commonwealth of the Northern Mariana Islands Office of the Attorney General, Office of the Consumer Counsel, 2nd Floor, Juan A. Sablan Memorial Buildings, Capitol Hill, Saipan, MP 96950; telephone 670.237.7500, website: <https://www.cnmioag.org/divisions/consumer-protection/online-student-complaint/>

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program, P.O. Box 541, Honolulu, HI 96809; telephone 808.586.7327, <http://cca.hawaii.gov/hpeap/>

Nevada: The student may contact the Nevada Department of Employment, Training and Rehabilitation: Employment Security Division, Commission on Postsecondary Education, 2800 E. St.

Louis, Las Vegas, NV 89104; telephone (702) 486-7330.

Texas: The student may contact the Texas Higher Education Coordinating Board, 1200 E. Anderson Lane, PO Box 12788, Austin, TX 78711-2788; telephone (512) 427-6101, website: <https://www.highered.texas.gov/links/student-complaints/>

Online Students

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA participating institution (<http://nc-sara.org>). The University has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.

Online students may file a complaint through the University's internal grievance process by submitting the complaint to Resolution Services https://www.phoenix.edu/about_us/contact_us/dispute-management.html or through the complaint process of the Arizona State Board for Private Postsecondary Education <https://ppse.az.gov/complaint>. After exhausting the institution's internal complaint process and the complaint process of the Arizona State Board for Private Postsecondary Education online students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA). The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (<https://azsara.arizona.edu/complaints>).

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

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

Copyrighted works protect original works of authorship and include:

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

Copyright law provides the owner of a copyright the exclusive right to do the following:

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

17 U.S.C. § 501(a) states, "Anyone who violates any of the exclusive rights of the copy-right owner is an infringer of the copyright or right of the author." Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

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

- The U.S. Copyright Office: <http://www.copyright.gov>
- The Electronic Frontier Foundation fair use frequently asked questions:
<https://www.eff.org/teachingcopyright/handouts#fairuseFAQ>

Peer-to-Peer File Sharing

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

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

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

Violations and Penalties under Federal Law

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

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

University Methods to Effectively Combat Unauthorized Distribution of Copyrighted Material and Student Sanctions

A student's conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy, its Acceptable Computer Use for Faculty and Students policy and any other applicable University policies.

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

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

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

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

Education and Awareness

The University uses a variety of means to inform students, faculty and other network users about copyright laws and the response to copyright infringement claims by the University.

The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent.

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

Legal Sources for Online Music and Videos

The legal sources for online music and videos are reviewed annually by the University's Sr Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:

EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources:

<https://www.educause.edu/focus-areas-and-initiatives/policy-and-security/educause-policy/legal-sources-online>

The Recording Industry Association of America (RIAA) provides a list of legal music sources:

<https://www.riaa.com/resources-learning/for-students-educators/>

The legal sources for online music and videos are reviewed annually by the Sr Director of Governance, Risk and Compliance.

Digital Millennium Copyright Act Policy (DMCA)

The University computer networks, including its online library and classroom environment, are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. Please refer to the University's Copyright Infringement and Peer-to-Peer File Sharing Policy for more information.

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

Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix
Copyright Agent
4035 S Riverpoint Parkway
Phoenix, AZ 85040
Email: copyrightagent@phoenix.edu

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

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

Pursuant to the DMCA, unless the University receives notification that legal action to seek a court order restraining the alleged infringer from further engaging in the infringing activity has been filed, upon receiving a valid counter notification, the University will:

- Provide the person who filed the original notification with a copy of the counter notice.

- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

Below is the process for filing a notification under the DMCA when an individual believes their work has been infringed upon. Notice must be given in writing to the designated agent as specified above and contain the following information:

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

Process for Filing Counter Notification of Alleged Infringement

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

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

Register to Vote

University of Phoenix makes the effort to educate students regarding the importance of exercising their right to vote and makes voter registration information available at the campuses. Additionally, the University makes a good-faith effort to distribute voter registration forms to students attending locations in states covered under the National Voter Registration Act of 1993 (NVRA).

The National Mail Voter Registration Form can be used by U.S. citizens to register to vote, to report a name or address change, or to register with a political party. Please follow the generic and state specific instructions for completing the form prior to mailing it to the address provided for the state in which you reside.

For more information on elections, registration, and voting in your state please visit <https://www.eac.gov/voters/register-and-vote-in-your-state>. Please note that the following states do not allow for same-day voter registration so you must plan accordingly: AZ, FL, GA, HI, IL, MI, NV, NJ, NM, NC, PA, TN, TX, UT, VA, and WA.

Campus Safety and Security

Annual Security Report

The University of Phoenix publishes an Annual Security Report annually by October 1st. The report is comprised of two parts, (1) the current Campus Safety Policies and (2) the Campus Crime Statistics, for the last three calendar years.

Visit https://www.phoenix.edu/about_us/campus-safety.html to access a PDF file of each separate campus Annual Security Report.

Campus Safety Policies

The University Campus Safety Policies at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase the campus community's awareness of current programs that exist to protect its members' safety and well-being and to satisfy the requirements of the Drug-Free Schools and Communities Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The information included relates to the following:

- Alcohol and other drug abuse prevention, health risks, effects of use, and counseling services
- Crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual violence programs aimed at awareness and prevention

The information is intended to provide a useful description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years.

Campus Crime Statistics

The Clery Act delineates the violations that need to be reported. The University of Phoenix Annual Security Report includes all Clery Act crimes reported to campus security authorities (CSAs), regardless of who reported, whether an investigation is initiated, or whether there is any decision by a court, prosecutor, or any other non-campus official unless it has been "un-founded" by law enforcement personnel. In addition, the University's Annual Security Report includes any Clery crimes reported to local law enforcement collected by the Campus Safety Coordinator through an information request. The statistics cover crimes reported to the University over the previous three years that occurred on campus, in certain off-campus (noncampus) buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to a CSA and local law enforcement agency.

The following Clery Act crimes meet definitions in the FBI's Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence and Stalking, definitions are provided by the Violence Against Women Act of 1994 (VAWA) and repeated in the U S Department of Education's Clery Act regulations.

- **Criminal Offenses** - Criminal Homicide (Murder and Non-Negligent Manslaughter, Manslaughter by Negligence), Sex Offenses (Rape, Fondling, Incest, Statutory Rape), Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft, and Arson
- **VAWA Offenses** - Any incidents of Domestic Violence, Dating Violence, and Stalking
 - Sexual Assault is also a VAWA Offense but is included in the Criminal Offenses category for Clery Act reporting purposes
- **Hate Crimes** - Any of the above-mentioned offenses (excluding Manslaughter by Negligence, Domestic Violence, Dating Violence, or Stalking), and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias
- **Arrests and Referrals for Disciplinary Action for Weapons** - Carrying, Possessing, etc. Law Violations, Drug Violations, and Liquor Law Violations
 - Hate crimes are not reported for these violations or referrals

Specific campus location crime statistics are available electronically in their respective Annual Security Report at https://www.phoenix.edu/about_us/campus-safety.html or by requesting a paper copy of the report from a Campus Safety Coordinator (contact information can be viewed at https://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html) or any University representative.

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

Statement of Policy on Sex Offender Registration

The Campus Sex Crimes Prevention Act of 2000 requires institutions of higher education to advise members of the campus community where they can obtain information provided by the state concerning registered sex offenders. It also requires sex offenders to notify the state of each institution of higher education in the state at which they are employed or enrolled or carrying on a vocation. The state is then required to notify the University of any such information it receives. This notice should be directed to the Campus Safety Coordinator at their local campus.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the sex offender databases at <http://www.sexoffender.com/> and <https://www.nsopw.gov/>. You can search by city, county or ZIP code. This information is collected by other agencies, and the University cannot guarantee this information is correct or complete. The database link is provided to comply with the Clery Act and for campus safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Emergency Mass Notification Policy

The University maintains emergency management policies, procedures, and systems to protect lives and property, and to continue necessary critical functions and essential services.

An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the campus community at a University site or that significantly disrupts the normal course of University business.

The Emergency Mass Notification process includes emergency escalation procedures, mass notifications and supporting systems. In an emergency, dangerous or otherwise high-risk situation, these processes enable the University to, without delay, take into account the safety of the community, determine the content of the notification, and initiate the notification system to students, faculty and staff, including those who are enrolled at the University, unless issuing the notification system will, in the professional judgement of the responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

The policy can be viewed in its entirety in the Campus Safety Policies at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf

Campus Safety Contact List

To help ensure the safety of the campus community, the University has campus security authority (CSA) reporting contacts, including a designated Campus Safety Coordinator on every local campus. Below are some of the persons to whom students, faculty and staff should report crimes. Visitors and others not associated with the University can also contact these CSA reporting contacts to report crimes.

Security Operations Center (SOC)

866-992-3301 or 602-557-7000

GSOC@phoenix.edu

Senior Director Security

Steve Lindsey 602-557-7537

Steve.Lindsey@phoenix.edu

Title IX Coordinator

Bridget Beville 602-557-1823

TIXC@phoenix.edu

Ethics Helpline

888-310-9569

<http://www.UOPXhelpline.com>

Campus Safety Coordinators

Find your local campus Campus Safety Coordinator's name and contact information at https://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html

Alcohol and Other Drug Abuse Prevention

The U.S. Department of Education requires institutions of higher education to implement an alcohol and other drug abuse prevention and awareness program for their students and employees. University of Phoenix abides by the federal regulations for the Drug Free Workplace Act and the Drug Free Schools and Communities Act, regardless of individual state legalization. The University has a "zero-tolerance" policy regarding the unlawful use, sale, possession, or distribution of illegal drugs and alcohol on University Controlled Property, or as part of any University activity. Misconduct violations relating to the Student Code of Conduct, Faculty Code of Conduct, and/or the Code of Ethics are subject to disciplinary sanctions.

Students, faculty and staff are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Policies and programs concerning alcohol and other drugs, including health risks, effects of use, penalties, and counseling and assistance resources, can be viewed in the Campus Safety Policies at

https://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html.

Prohibition of Illicit Drug Use, Underage Drinking, and other Violations of Alcohol and other Drug-Related Policies

The University's Codes of Conduct clearly state that the unlawful manufacture, sale, delivery, unauthorized possession, or use of any illicit drug is prohibited on property owned or otherwise controlled by the University. The University enforces a "zero-tolerance" policy regarding underage drinking and will enforce state underage drinking laws on its campus premises (Note: The minimum legal drinking age in the United States is 21.) If any individual is found violating any alcohol- or other drug-related law while at a University location or activity, the University will fully cooperate with federal and state law enforcement agencies.

Institutional Sanctions for Alcohol and Drug Violations

The University abides by local, state, and federal sanctions regarding unlawful possession of drugs and the unlawful consumption of alcohol. Any member of the University community found consuming or selling alcohol or other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Consistent with local, state, and federal sanctions, the University may impose a disciplinary sanction to students, faculty, or staff requiring the completion of an appropriate rehabilitation program. Failure to comply with disciplinary standards could result in sanctions, up to and including expulsion or termination of employment, and referral for prosecution for violation of the standards of conduct.

Federal Financial Aid Penalties for Drug Violations

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

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

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

Penalties for Drug Convictions

A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count against student eligibility if they were for an offense that occurred during a period of enrollment for which the student was receiving FSA and they do not count if the offense was not during such a period, unless the student was denied federal benefits for drug trafficking by a federal or state judge. Also, a conviction that was reversed, set aside or removed from the student's record does not count nor does any conviction received as a juvenile count unless the student was tried as an adult.

POSSESSION OF ILLEGAL DRUGS

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

SALE OF ILLEGAL DRUGS

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

Note: The student may regain eligibility the day after the period of ineligibility ends. If the student was convicted of both selling and possessing illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

How to Reduce the Period of Eligibility or Regain Eligibility

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Having the conviction reversed, set aside or otherwise rendered invalid.

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive. It is the student's responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA. The University is not required to confirm the reported information unless conflicting information is determined.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds from a federal, state or local government agency or program, or from a state-licensed insurance company, or
- Be administered or recognized by a federal, state or local government agency or court, or by a state-licensed hospital, health clinic, or medical doctor.

Convictions for Offense That Occurred During Enrollment

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

Academic Year Definition Policy

Overview

The Academic Year Definition Policy provides the defined academic year for each program (by credential level) offered by the University.

Policy

A student's academic year begins with the first eligible course of a degree program and ends when the student successfully completes the credits and weeks of instructional time requirements. A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework.

The University defines its academic years as follows:

- Undergraduate Certificate Programs are a minimum of 24 credits and 40 weeks of instructional time
- Graduate Certificate Programs are a minimum of 24 credits and 48 weeks of instructional time
- Associate Programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time

- Associate Programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time
- Bachelor's Programs are a minimum of 24 credits and 40 weeks of instructional time
- Master's Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time
- Competency Based Education (CBE) Programs are a minimum of 24 credits and 32 weeks of instructional time

Students who take more than one course at a time or have courses with overlapping instructional weeks may complete the minimum number of credits (24) prior to completing the required weeks of instructional time. In order for a student to complete the academic year, both credits and weeks of instruction must be met. Therefore, students may need to complete additional weeks to successfully complete the academic year definition.

Example:

A student is enrolled in a Bachelor program and has two courses that overlap by one instructional week. The student would be completing 24 credits in 39 weeks; however, the academic year definition is a minimum of 24 credits and 40 weeks. Therefore, the academic year would not be over until the student completes at least one more week of instructional time. In order to do this, the student must complete at least one additional week in the subsequent course.

Allowable Charges Policy

Overview

Federal regulations stipulate that when an institution disburses federal financial aid funds to a student by crediting the student's account, it may do so only for allowable charges. Student nor parent authorization is required to apply disbursed federal financial aid funds to an allowable charge. The Allowable Charges Policy defines what those allowable charges are at the University.

Policy

Allowable Charges

The University defines allowable charges as follows:

- Tuition
- rEsource Fees (electronic course materials fees and books)
 - By using the ED MAP Book Voucher, the student has authorized the use of federal financial aid funds for the book charge. If the student chooses not to use the book voucher, the authorization is no longer valid.
- Sales tax, if applicable and assessed on an allowable charge,
- California Student Tuition Recover Fund (CA STRF), if applicable

Prior-Year Charges

If a student owes allowable charges from a prior loan period, the University will use current loan period Direct Loan funds, not to exceed \$200, to pay those charges. The University does not apply any other type of federal financial aid funds (e.g., Pell and FSEOG) to allowable charges for any prior loan period. (Refer to the Federal Financial Aid Credit Balance Policy for additional information)

Cost of Attendance Policy

Overview

The Cost of Attendance Policy addresses the cost of attendance (COA) established for use in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific academic year. The University uses the same COA when awarding Pell Grant, FSEOG, and Direct Loans. If the student is only receiving Pell Grant or IASG, the Pell COA is used for awarding purposes. The COA consists of various components to determine eligibility for an academic year. The University reviews and, if necessary, updates each COA component annually.

Policy

The University's COA is made up of the following components:

- Tuition and mandatory institutional fees
- rEsource Fees (Books and Supplies)
 - rEsource fees encompass course textbooks and electronic materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink
- Living Expense
 - Room and Board (housing and food)
 - Transportation
 - Miscellaneous
 - Personal care expenses
- Federal Loan Fees

If a student is attending less than half time, the COA is limited to the following components:

- Tuition and mandatory institutional fees
- rEsource Fees

To determine the total of each component for a student's COA, the University references its academic year definition for each credential level to establish the number of credits and months to be used. (Refer to Academic Year Definition Policy for further information)

If a student's academic year is less than a full academic year in either credits or months, each component will be adjusted accordingly.

Exceptions include professional judgment decisions (i.e. child care costs) and elimination of an overaward using a student's actual tuition costs for the period of enrollment. (Refer to the Overaward & Overpayments Policies for further information.)

Tuition

The tuition component for the COA is based on a per credit weighted average for each credential level across the entire University. The University documents how tuition averages are calculated and makes this information available upon request.

To determine the total tuition component for each student's COA, the University multiplies the weighted average price per credit by the average number of credits per academic year.

rEsource Fees

The books and supplies component is calculated using a standard rEsource fee for each course in the student's academic year based on the credential level.

Living Expense

The living expense component is a per month allowance. The University documents how living expense components are calculated and makes this information available upon request. Students receiving military housing assistance (Basic Allowance for Housing or BAH) will have a reduction in living expenses in the amount of the room allowance (housing). Students who are incarcerated are not eligible to receive living expenses.

To determine the total living component for each student's COA, the University references its academic year definition for each credential level to establish the number of months to be used. (Refer to Academic Year Definition Policy for further information)

Loan Fees

The University calculates an average loan fee per month based on credential level. The number of months used to determine the living expense component (see above) is also the number of months used to determine the total loan fee component in the student's COA. The University documents how the loan fee component is calculated and makes this information available upon request.

Consortium Agreements Policy

Overview

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

Policy

The University may execute on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute on an individual basis nor execute as a home or host institution for students enrolled as degree seeking students at the University.

Federal Student Aid COVID-19 Exceptions Policy

Overview

The Federal Student Aid (FSA) COVID-19 Exceptions Policy highlights the exceptions made to existing University policies for the 2019-2020, 2020-2021, and 2021-2022 federal award years while administering FSA funds for students impacted by COVID-19.

Policy

In an effort to mitigate the effects of the COVID-19 national emergency, multiple federal actions were enacted to provide relief to impacted organizations and individuals.

- **March 13, 2020:** The President of the United States declared a national emergency concerning the coronavirus (COVID-19).
- **March 27, 2020:** The Coronavirus Aid, Relief, and Economic Security Act ("CARES Act") was signed into law.
- **April 3, 2020:** The Department of Education (ED) deemed the President's national emergency as equivalent to a federally declared major disaster, as defined in the Robert T. Stafford Disaster Relief and Emergency Assistance Act in 42 U.S.C. § 5122(2) (Stafford Act).

As a result of the above series of events, ED published a series of electronic announcements describing waivers, emergency flexibilities, and regulatory relief that schools may use to aid students impacted by the COVID-19 national emergency.

This policy describes the exceptions to existing University FSA policies permitted for federal student aid applicants and recipients during the coronavirus (COVID-19) national emergency.

Verification and Conflicting Information Policy

Acceptable Documentation for V4 and V5

High School Completion

Applicants selected for V4 or V5 verification must provide acceptable documentation, as detailed in the Verification and Conflicting Information Policy, in order to resolve verification. This requirement continues to apply, even during the COVID-19 national emergency. However, if an applicant has attempted but has been unable to obtain documentation to verify his/her high school completion or its equivalent, on an exception basis, the University will accept a signed and dated Attestation of High School Completion from the applicant in which he or she truthfully attests to his or her high school completion or the equivalent. This exception will be permitted only for Verification groups V4 and V5 from May 15, 2020 until the end of the first payment period that begins after the COVID-19 national emergency is rescinded. The University will identify students who qualify for this exception and provide the Attestation of High School Completion Form for the student to complete and return.

The attestation may not be used to resolve conflicting information, including "none of the above".

Any documentation obtained through this exception cannot be used to resolve verification outside of the timeframe designated by the law (i.e. verification conducted in subsequent payment periods and award years).

Return of Title IV Policy

Return of Unearned Aid

When an FSA recipient withdraws from the University prior to completing a payment period for which he/she received FSA funds, an R2T4 calculation must be performed to determine the amount of FSA funds earned as of the date of withdrawal as well as the amount of unearned funds that must be returned to the applicable FSA program(s), as detailed in the Return of Title IV Policy. This requirement continues to apply, even during the COVID-19 national emergency. However, for students determined to be eligible for the CARES Act provisions related to R2T4 ('Cares Act relief'), neither the University nor the student is required to return unearned FSA program funds to the applicable FSA program(s). Additionally, if FSA program funds were previously returned and/or reported as an overpayment for students determined to be eligible for Cares Act relief, the University is required to re-disburse these funds and/or remove the reported overpayment. The University will evaluate a student's eligibility for this exception if the student has officially withdrawn from the University during an eligible payment period and appropriately submits the University's required attestation form satisfactorily explaining why the withdrawal from an eligible payment period was the result of the COVID-19 national emergency.

Determination of Eligibility for Cares Act Relief

A student must officially withdraw by following the University's Withdrawal Procedures published in the University's Academic Catalog and designate their reason for withdrawal to be related to the COVID-19 national emergency to be considered for CARES Act relief. The University will notify potentially eligible official withdrawals via email and provide the University's Truthful Attestation of Coronavirus-Related Circumstances Form. This attestation form must be completed in full and include a detailed explanation describing why the student's withdrawal was the result of the COVID-19 emergency. The completed attestation form MUST be returned to the University within 30 days from the email notification date via email to FinancialServicesSeniorSupport@phoenix.edu. Completed attestation forms received after this deadline will be denied. Students should provide any relevant supporting documentation with the completed attestation form.

The University will review each Truthful Attestation of Coronavirus-Related Circumstances Form submitted and determine whether the student meets the eligibility requirements for CARES Act relief. If the University determines the student is eligible for CARES Act relief, the University will re-disburse any FSA program funds that were included in the R2T4 calculation.

Disbursement Policy

Late Disbursement

The University is required to confirm that certain conditions are met prior to making a late disbursement of FSA program funds, and the conditions vary based on the type of FSA program fund(s) being disbursed. For more information on late disbursements, including post-withdrawal disbursements, and the conditions that must be met, please refer to the Disbursements Policy. This requirement continues to apply, even during the COVID-19 national emergency. However, for students determined to be eligible for the CARES Act provisions related to R2T4 ('Cares Act relief') the University is not required to employ the conditions for determining if a late disbursement, including post-withdrawal disbursements, can be made. Consequently, for students who qualify for Cares Act relief, the University will re-disburse any FSA program funds that were included in the R2T4 calculation.

Exceptions notwithstanding, the University must still perform the R2T4 calculation and required actions within the required timelines and document the results.

If the re-disbursement of FSA program funds previously returned creates a Title IV credit balance, the University must issue funds to the student within 14 days.

Disbursements Policy

Overview

The Disbursements Policy addresses a student's eligibility for standard, late, and post-withdrawal disbursements of federal financial aid funds from the University. The University may only disburse federal financial aid funds to eligible students for allowable charges.

Policy

The University requires the following information be completed before a disbursement of Federal Direct/PLUS loans is made:

- Confirmation of loan amount (fund acceptance)
- Entrance counseling, if applicable
- Master Promissory Note (MPN)

The following are additional items that may be required:

- University's confirmation of financial aid satisfactory academic progress
- A 30-day disbursement delay for first year/first time borrowers

Master Promissory Note Confirmation

The University uses the multi-year MPN and practices an active confirmation process for all borrowers borrowing under the Direct Loan Program. The University requires a student to submit a new MPN if no Direct Loan disbursements are made within one year of the original MPN sign date. The University originates the loan(s) based on the student and/or parent's confirmed loan amount(s) received during the processing of his/her financial aid for each FAFSA award year. Requests may be made for an increase or decrease to the loan amount. However, if the amount(s) of Federal Direct and/or PLUS (PLUS) loans requested exceeds the student's cost of attendance (COA), the University only originates up to the COA.

The University will maximize the student's Subsidized Direct Loan eligibility when awarding and originating the confirmed Direct Loan amount.

Standard Disbursement

The University will notify students, before any disbursement is made, of the amount of federal financial aid funds the student (and his/her parent) can expect to receive under each federal financial aid program for each payment period in the academic year (AY) and how and when those federal financial aid funds will be disbursed. The University will schedule disbursements according to procedures; typically, federal financial aid fund disbursements are scheduled to disburse by the 3rd day of a payment period. For students enrolled in Competency Based Education Programs, the disbursements will be made once the student has posted an academically related activity in each course. This is to confirm enrollment in all courses scheduled for the payment period before funds will be disbursed.

At the time of disbursement, the University will confirm the student continues to meet student eligibility requirements in addition to disbursement requirements and is eligible to receive the federal financial aid funds awarded. Typically, a student is eligible to receive a disbursement of federal financial aid funds for the first payment period of the AY when the University confirms the student has posted attendance in an eligible course(s) in the payment period and satisfactory academic progress standards were met, if applicable. The student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period when the student meets the above criteria in addition to successfully completing one-half the weeks of instructional time AND earning one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

At the time the AY and federal financial aid funding is initially established, if the payment periods are not equal in credit hours and weeks of instructional time, the first payment period will consist of more credit hours and/or weeks of instructional time to ensure the required credit hours and weeks of instructional time are earned/completed before the second payment period disbursement is made, as required. However, based on the student's actual progression thru their AY, the student's federal financial aid funding may be reevaluated resulting in the second payment period consisting of more credit hours and weeks of instructional time than the first payment period.

If a program is longer than one AY and consists of a remaining period that is more than one-half an AY, the remaining period will have two payment periods. Timing and eligibility of the disbursements are the same as outlined above. If the remaining period is equal to or less than one-half an AY, the remaining period will have one payment period. However, the University disburses federal financial aid funds in two disbursements. The second disbursement is not made until the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in this single payment period.

Right to Cancel

Once the loan is disbursed, the University will send the student/parent a disbursement notification that contains information regarding a borrower's Right to Cancel, which includes the time given to respond should the student and/or parent borrower wish to cancel all or a portion of their loan request(s). This notice will be sent to the student/parent no later than seven days after crediting the student's account at the University. Borrowers who wish to cancel all or a portion of their loan must login to the student website and navigate to Account > Awards & Disbursements > Change Loans to initiate the reduction or cancellation of federal financial aid within 30 days from the date the University sends the disbursement notification. If there are any further questions, students can contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679. Any requests received after 30 days will be denied. The University will notify the student/parent in writing the outcome of his/her request regardless of when the cancellation request is received.

Late Disbursement

Students or parents become ineligible to receive federal financial aid funds on the date the student:

- For Federal Grants, the student is no longer enrolled at the University for the award year; or
- For Direct Loans, the student is no longer enrolled at least half time

If a student completes a payment period or academic year, withdraws during a payment period or period of enrollment, or graduates, the University must make or offer the student (or parent in the case of a PLUS loan) a late disbursement of federal financial aid funds for which the student (or parent in the case of a PLUS loan) was eligible while in attendance at the University.

The U.S. Department of Education regulations do not permit the University to make any late disbursement of federal financial aid funds after 180 days from the date the University determined that the student withdrew or, if the student did not withdraw, became ineligible.

The following conditions must be met prior to the date the student became ineligible for a late disbursement

Program

Pell Grant/IASG		No additional requirements
FSEOG	For all programs: 1. ED processed a SAR/ISIR with an official EFC; AND	Student is awarded a grant
Direct Loans	2. The University received a valid SAR/ISIR by the date established by ED.	A loan record is originated

The following additional limitations must be satisfied before the University may make a late disbursement

Direct Loans	The University received a valid SAR/ISIR by the date established by ED; and 1. For a first-year, first-time borrower, the student completed 30 days of the program. 2. For a second disbursement, the student graduated or completed the period for which the loan was intended.
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Paying a Late Disbursement of Federal Financial Aid Grant Funds

Without the student's permission, the University may credit a student's account with a late disbursement of federal financial aid grant funds for charges associated with the current payment period. If federal financial aid grant funds remain to be disbursed from a late disbursement after all outstanding charges on the student's account have been satisfied, the University pays the grant funds directly to the student within 14 days.

Paying a Late Disbursement of Federal Financial Aid Loan Funds

Prior to the University making any late disbursement of federal financial aid loan funds, the borrower is notified with an explanation stating the borrower's obligation to repay the loan funds disbursed. The borrower is given an opportunity to accept or decline the loan. The borrower's authorization to receive the loan must be submitted via a verbal request, the late disbursement letter or a signed statement submitted to the University titled "Late Disbursement Notification."

The borrower has 30 days from the date on the late disbursement letter to return the letter to the University; otherwise the loan award is canceled. If the student had a federal financial aid credit balance before becoming ineligible, and the credit balance consists of direct loans, the University offers the funds to the student in writing and does not disburse the direct loan funds directly to the student until the borrower's authorization is received.

Post Withdrawal Disbursement

As a result of the student's Return to Title IV Funds (R2T4) calculation, the student may be eligible to receive federal financial aid funds that had not disbursed but could have been disbursed prior to the student's withdrawal date (Refer to the R2T4 Policy for further information).

If the total amount of federal financial aid grant and/or loan funds earned by the student on the R2T4 calculation is greater than the total amount of federal financial aid disbursed to the student, or parent in the case of a PLUS loan, the student may be eligible to receive a post withdrawal disbursement (PWD).

The University does not include as a PWD any funds from a disbursement the University was prohibited from making on or before the date of the University's determination that the student withdrew, which would apply to the following:

- A first disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before completing 30 days of the program of study;
- Second or subsequent disbursements of Direct Loan funds unless the student successfully completed the loan period; or
- Disbursements of Federal Pell or IASG Grant funds to a student for whom the University did not have a valid SAR/ISIR by the deadline established by ED

A PWD is made from available grant funds before available Direct Loan funds.

Post withdrawal Disbursement of Federal Financial Aid Grant Funds

The University will credit a student's account with a PWD of federal financial aid grant funds (Pell, IASG, and FSEOG), without the student's permission, for outstanding current allowable charges.

The University will obtain a student's authorization to apply PWD grant funds toward anything other than current charges. The University disburses any amount of a PWD of federal financial aid grant funds as soon as possible, but no later than 45 days after the date of the University's determination that the student withdrew.

If the student does not respond to the University's notice for authorization, federal financial aid grant funds are used for outstanding allowable charges. (See Allowable Charges Policy for the definition of allowable charges).

Post withdrawal Disbursement of Federal Financial Aid Loan Funds

The University notifies a student, or parent in the case of a PLUS loan, in writing prior to making any PWD of Direct Loan funds, whether credited to the student's account or disbursed directly to the student (or parent in the case of a PLUS loan). The written notification is sent to the student (or parent in the case of a PLUS loan) as soon as possible, and within 30 calendar days of the University's date of determination that the student withdrew. The written notification includes the following:

- The type and amount of Direct Loan funds to be credited to the student's account or disbursed directly to the student or parent, in the case of a parent PLUS loan,
- Explanation that the student, or parent in the case of a PLUS loan, has the right to accept or decline all or a portion of the funds offered.
- Information about the borrower's obligation to repay Direct Loan funds, if disbursed.

- A request for authorization to credit Direct Loan funds to the student's account, indicating if authorization is not provided in writing, the student may not receive any Direct Loan funds as a direct disbursement, unless the University concurs.
- Information informing the borrower that no PWD will be made if he/she does not respond in writing within 30 days of the date of the letter. The University may, on an exception basis, choose to accept a late request. and/or accept verbal authorization from the borrower. The deadline for a borrower to accept a PWD is the same for both a confirmation of a Direct Loan disbursement to the student's account and direct disbursement of a PWD.
 - If the University declines to honor a late request accepting loan funds to be credited to the student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.
 - If the University chooses to honor a late request, all loan funds must be disbursed in accordance with the student or parent's request. The result of the contact and final determination made concerning the disbursement is documented in the student's file.
- Instructions to submit the request electronically or in writing directly to Student Financial Services-Operations (SFS-O) by mail, fax, or via the student website.

If the student, or parent in the case of a PLUS loan, responds in writing to the notice within 30 days of the date of the letter and authorizes the University to make all or a portion of the PWD, the funds are disbursed in the manner specified by the student, or parent in the case of a PLUS loan, within 180 days of the University's date of the determination that the student withdrew.

If the University chooses to honor a late request, all loan funds accepted by the student, or parent in the case of a PLUS loan, are disbursed in accordance with the student's or parent's request. If the University declines to honor a late request accepting loan funds to be credited to student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.

The University does not request federal financial aid funds for a PWD unless and until it has determined the following:

- A PWD is due and accepted by the student, or parent in the case of a PLUS loan,
- The amount of the PWD, and
- The PWD can be disbursed within three business days of receipt.

Enrollment Reporting Policy

Overview

The Enrollment Reporting policy details how the University confirms and reports the enrollment status of all Title IV students and previous Title IV students who transfer to the University.

Policy

The University reports enrollment both in the Campus-Level Record, representing the student's overall enrollment at the University and in the Program-Level Record, for each of the academic programs the student attended using the eight-digit Office of Post-secondary Education Identifier (OPEID) for the location of the course. To complete these reporting requirements, the University contracts with the National Student Clearinghouse (NSC). NSC then provides this information to the participating guaranty agencies, lenders, and servicers.

Even though the University uses NSC for enrollment reporting, the

University remains responsible for submitting timely, accurate, and complete responses to Enrollment Reporting roster files and for maintaining appropriate documentation. NSLDS sends the roster to NSC; however, if the response is not received in a timely matter, NSLDS notifies the University rather than NSC.

Reporting Schedule

The University is required to confirm enrollment information for all students on its roster file scheduled at least every two months and must do so within 15 days of the date NSLDS sends the roster to NSC. In addition, any changes in enrollment status to less than half-time, graduated, or withdrawn must be reported within 30 days of becoming aware of the change. To meet this requirement, the University confirms and reports the enrollment status of all students to the NSC on a weekly basis. NSC uses the data provided by the University to complete the Enrollment Reporting file sent from ED on a weekly basis.

NSLDS returns an error report if it identifies errors in the Enrollment Reporting file. Any identified errors must be corrected and resubmitted to NSLDS within 10 days. The University accesses the NSLDS error report via the NSC site promptly after an error is identified to ensure the necessary corrections are made within the 10-day timeframe.

Overall Enrollment Status categories

<u>Code</u>	<u>Status</u>	<u>How the University Reports the Status Start Date for Enrollment Statuses</u>
F	Full-time	The status start date is not reported on the weekly SSCR report. It is determined by NSC based on the first day of the term (which is the course start date associated with the first academic related activity (ARA) that triggered the full-time status)
L	Less than half-time	The start date of the term date is reported
A	Leave of Absence	The start date of the approved leave of absence
G	Graduated	The academic complete date for the program (which is the end date of the last course)
W	Withdrawn	The student's official last date of attendance (OLDA) at the time the system updates the status to withdrawn
D	Deceased	The date of death (when provided) or the date the University received the request in any event the date of death is not provided

Status Start Date

The University reports the status start date (status effective date) if the student has a Graduated (G), Deceased (D), Withdrawn (W), Less Than Half Time (L), or is on an approved LOA (A) status.

Anticipated Graduation Dates

The anticipated graduation date is the date the student is projected to graduate and is required only for enrollment data and students with F, Q, H, L, or A statuses.

Federal Financial Aid Credit Balance Policy

Overview

The Federal Financial Aid Credit Balance Policy addresses federal financial aid credit balances and how the University handles those credit balances when they occur on a student's account. Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges for the payment period, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account.

Policy

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges), a federal financial aid credit balance occurs. Federal financial aid credit balances will be issued to the student, or parent as applicable, within 14 days of the date federal financial aid funds are disbursed or the date the federal financial aid credit balance occurs (which is the date the funds are applied to the student's account).

Unclaimed Federal Financial Aid Credit Balances

The University will refund Federal financial aid credit balances to the student or parent via electronic funds transfer (EFT). In the event direct deposit has not been setup or the EFT is rejected, a paper check will be sent to the student or parent using the student's current address on record. Federal financial aid credit balance checks issued to students or parents are required to be negotiated within 90 days of issuance. Any refund check not cashed within the 90 days will be canceled and the University will return this unclaimed credit balance to the applicable federal financial aid program(s). In the event a check is returned to the University, the University will (re) confirm the student's or parent's current address and reissue this check if the current address has been updated since the original check was issued. If the current address has not been updated, the University will return this unclaimed credit balance to the applicable federal financial aid program(s).

All unclaimed credit balances will be returned in the following order:

- Unsubsidized Direct Loans (other than Direct PLUS)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG Grants
- TEACH Grants
- Iraq and Afghanistan Service Grants

Federal Pell Grant/IASG Policy

Overview

The Federal Pell Grant/Iraq and Afghanistan Service Grant (IASG) Policy illustrates how the University calculates and awards Pell Grants (including those funds awarded under the Children of Fallen Heroes or Children of Fallen Soldiers) and IASG to eligible students.

Policy

The University calculates the annual award for Pell eligible students in nonterm credit-hour programs using Federal Pell Grant Formula 4 in conjunction with the Federal Pell Grant full-time payment schedule. The maximum duration of Pell and IASG eligibility is limited to six full-time scheduled awards, as measured by the percentage of lifetime eligibility used (LEU). A student is ineligible to receive further Pell and or IASG funds if they have 600% or greater.

Pell Grant Eligibility

Students who meet general eligibility requirements (Refer to the University's Consumer information Guide for further information on general eligibility) and have a calculated expected family contribution (EFC) number that meets Federal Pell Grant eligibility criteria will be awarded Federal Pell Grant funding.

In addition, students who meet one of the following criteria will be awarded the Federal Pell Grant or IASG funding:

Iraq and Afghanistan Service Grant (IASG)

The IASG is awarded to students whose parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001 and meets one of the following requirements:

- The student was less than 24 years of age when the parent or guardian died; or
- The student was enrolled at an institution of higher education at the time of the parent or guardian's death.

If the student is eligible for a Federal Pell Grant, the University will award and package all federal financial aid based on a zero EFC. If the student is ineligible for a Federal Pell Grant because his/her EFC is too high, the student may receive the IASG. The grant amount is equal to the maximum Federal Pell Grant for the award year and cannot exceed the student's cost of attendance. The IASG is subject to a federal budget cut each year, known as sequestration. Because the IASG awards are subject to a federal budget cut each year, there are reductions from the award amount for which the student would otherwise have been eligible to receive. Each year, this amount changes based on the Budget Control Act of 2011.

Children of Fallen Heroes:

A student whose parent or guardian died in the line of duty while performing as a public safety officer may receive increased amount of federal financial aid under the Children of Fallen Heroes Scholarship if the student is Pell grant eligible and

- The student was less than 24 years of age when the parent or guardian died; or
- The student was enrolled at an institution of higher education at the time of the parent or guardian's death.

In these scenarios, all federal financial aid will be based on a zero EFC. The zero EFC is only used for awarding purposes.

The U.S. Department of Education does not provide any notification of eligibility to the University. Consequently, students who believe they qualify for this scholarship must notify the University's Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 and provide any required documentation requested. The University will determine based on the documentation submitted whether or not the student meets the eligibility criteria. For more information, please refer to the University's Consumer Information Guide.

Children of Soldiers:

A student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, may receive increased federal financial aid funds if at the time of the parent or guardian's death the student was either less than 24 years old or was enrolled in college. Eligibility is based upon the following:

- If the student is Pell grant eligible, the student may receive a Pell grant; OR
- If the student is not Pell grant eligible because his/her EFC is too high, the student may receive an Iraq and Afghanistan Service Grant.

In these scenarios, all federal financial aid will be based on a zero EFC. The zero EFC is only used for awarding purposes.

The U.S. Department of Education (ED) notifies the University when a student appears to meet the criteria for Zero EFC treatment because a parent or guardian died as a result of U.S. military service in Iraq or Afghanistan. This is based on a match with the U.S. Department of Defense file of eligible dependents)

Calculating Payment Amounts

The award for each payment period will be based upon ED's full-time Pell payment schedule and may be subject to proration. The scheduled Pell/IASG award is prorated based on the percentage of the following:

- Credit hours scheduled to be completed in the payment period over 24 credit hours in the academic year; or
- Weeks of instructional time scheduled to be completed in the payment period over the defined instructional weeks in the academic year. (Refer to the Academic Year Definition Policy for further information)

The Pell/IASG award is calculated using the lesser percentage multiplied by the full-time Pell scheduled award.

Year Round Pell/IASG

Students may be eligible to receive up to one and one-half Pell/IASG Grant awards during a single award year, not to exceed 150% of the student's scheduled award for the award year (Referred to as Year Round Pell). Students must meet the following criteria to be considered for a second scheduled award:

- Must be enrolled at least half-time;
- Must have received 100% of the first scheduled award in a single award year in a certificate, associate degree, or baccalaureate degree program;
- Must be enrolled in an eligible program for one or more additional payment periods during the same award year that are not otherwise fully covered by the student's Pell Grant; and
- Must have successfully completed the credit hours of previous payment period

Crossover Payment Periods

When a payment period falls into two federal award years (payment period includes both June 30 and July 1), it is referred to as a "crossover payment period." If a student's academic year/loan period includes a crossover payment period, the entire payment period must be considered to occur within one federal award year. The University determines for each Pell/IASG grant recipient the federal award year to be used to determine the recipient's Pell/IASG grant award.

For payment periods that meet the above definition, the University will award and disburse the largest Pell/IASG grant possible based on all federal award year ISIRs received by the University and eligible for payment at the time the student's initial disbursement. If an additional FAFSA award year ISIR is subsequently received, which provides a higher total federal grant award (Pell/IASG/FSEOG combined) for the student during the crossover payment period, the University will evaluate and re award the Pell/IASG grant as long as the initial disbursement has not been made and both federal award years have not been closed by ED.

Official deadlines are published by ED annually in the Federal Register and are provided to schools on <https://ifap.ed.gov>

Pell Payment Calculations and LEU Limitations

If a student has less than 100% remaining of the maximum 600% Pell LEU, the University will disburse 50% of the Pell award in the first Pell payment period. The remaining percentage of the Pell award is disbursed in the second Pell payment period. Rounding rules do not apply to these disbursements.

Pell Payment Calculations and LEU Limitations for End of Program (EOP)

For any remaining portion of a program that is more than half of an academic year (AY) but less than a full AY, the remaining portion is divided into two payment periods. The first payment period is the period in which the student successfully completes half of the credits AND half of the weeks of instructional time in the remaining portion. A student may receive less than a Scheduled Award in an award year, if the program crosses award years and the student's Pell Grant award in one of the award years is for a portion of the program that is less than a full AY.

- The annual award for a student in a nonterm credit-hour program is taken from the full-time payment schedule even if the student is attending less than full-time.
- Comparable prorations will be performed based on the number of credits in the payment period as they compare to the credits in the defined AY OR the number of weeks of instructional time in the payment period as they compare to the weeks of instructional time in the AY.
- The scheduled Pell award will be multiplied by the lesser of the 2 calculations to determine the Pell payment.
- If a student has more than 500% Pell LEU, the Pell payment will be the lesser amount between the proration calculation and the remaining eligibility award using the Pell LEU calculator.

Disputing the Accuracy of Pell Grant LEU Information

If a student attending the University chooses to dispute the accuracy of the Pell LEU information found in the Common Origination and Disbursement (COD) System, the University will assist the student in resolving this dispute. The University will not escalate the matter should it discover the amount of the Pell Grant LEU percentage being disputed would not, if corrected, make the student eligible for additional Pell Grant funding.

However, if there is a valid dispute, acceptable documentation to resolve the dispute must be collected. This documentation could include, for example, a written statement from the previous institution confirming the student never attended, or at least never received Pell Grant funds from that institution for the award year in question. The University will submit the documentation through the COD Web site. The Department of Education (ED), after its review of the student's assertion and any supporting information submitted, will provide the University with a response and instructions on how to proceed. For further information, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Rounding

The University uses standard rounding rules, applied consistently to all students, and will round Pell and IASG Grant disbursements to the nearest dollar (not to exceed the scheduled Pell/IASG award). See exception under "Pell Payment Calculations and LEU Limitations" section below.

Recalculation

If an expected family contribution (EFC) changes due to corrections, updating, or an adjustment and the EFC change would change the Pell/IASG grant award, the University will recalculate the Pell/IASG award for the entire award year. If, as a result of the recalculation, the student received more Pell/IASG award than the student was eligible for, an overpayment exists. Refer to the Overawards and Overpayments Policy for further information on how to resolve the overpayment.

Retroactive Payments

For all prior payment periods for which a student was an eligible student within the FAFSA award year, the University may pay the total lump sum of retroactive payments in two separate installments one day apart from each other.

Regaining Eligibility

If a student resolves ineligibility criteria while attending the University (e.g. resolves a default or over borrowing), the effective date of regaining eligibility for the Federal Pell Grant and IASG programs begins with the payment period in which the issue is resolved.

Federal Student Aid Fraud Policy

Overview

The Federal Student Aid Fraud Policy addresses the actions the University will take in situations where the University suspects that a student, employee, other individual, or contracted Third-Party Servicer has willfully falsified or misrepresented information for the purpose of obtaining federal student aid that the student would not otherwise be eligible for.

Policy

The University will investigate any student/applicant who is suspected of having engaged in fraud or other criminal misconduct in connection with the application for or receipt of federal student aid programs funds. Following the conclusion of its investigation, if the University has credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the University will refer the information to the Department of Education's Office of Inspector General (OIG).

Federal Student Aid Fraud

Federal student aid fraud is the willful misrepresentation or falsification of information for the purpose of securing federal student aid that the individual is not eligible for or not eligible for to the extent received. Federal student aid fraud can take many forms, including, but not limited to falsification of documents, discrepant information, and/or identity theft. Examples of potential instances of federal student aid fraud include, but are not limited to:

- False claims of high school diploma (or equivalent) completion
- False statements of federal tax return filing status
- False statements of income
- Unresolved conflicting information
- Patterns of misreported information from one federal award year to the next
- Falsified documents (including reporting members that are not part of your household)
- Forged signatures on an application, verification documentation or Direct Loan master promissory notes
- False statements of U.S. citizenship or eligible noncitizen
- False claims of independent student status
- Use of fictitious names, addresses, birth dates, social security numbers
- Identity theft

Federal Student Aid Fraud Investigation

If the University suspects or determines there has been intentional misrepresentation, false statements, or falsification/alteration of documents, which have resulted or could result in the awarding or disbursing of federal student aid funds for which the student is not eligible, the case shall be referred to the University's Student Administrative Services (StAS) Financial Aid Compliance Team for investigation.

When an investigation is initiated, the University will cease processing the student's application for federal student aid, making federal student aid award determinations, and/or disbursing federal student aid funds previously awarded. In addition, the University may cancel the student's previously awarded federal student aid funds and/or return a federal student aid credit balance(s) to ED.

During its investigation, if the StAS Financial Aid Compliance Team determines additional documentation or actions are required, the student will be notified in writing. This notification will provide the documentation or action required from the student and the due date for submission/completion. If the student fails to provide this additional documentation or action by the due date, the University's investigation will be deemed complete.

Upon completion of the University's investigation, the StAS Financial Aid Compliance Team will determine whether or not the student is eligible for continued participation in federal student aid programs, notify the student of its decision, and if necessary report any overpayment of federal student aid funds received to ED or the loan servicer, as applicable.

Federal Student Aid Fraud OIG Referral

If there is any credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the StAS Financial Aid Compliance Team will refer this information to the OIG for further investigation.

Note: The University is only required to refer the suspected case for investigation, not reach a firm conclusion about the conduct.

Inspector General's Hotline: 1-800-MIS-USED

Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1500

HEROES Act Policy

Overview

The HEROES Act Policy ensures service members who are receiving federal financial aid at the University are not adversely affected because of their military status and minimizes the administrative burden placed on such individuals.

Policy

If an affected individual in one of the categories within this policy notifies the University of his/her affected status, the University will ensure he/she is not disadvantaged because of that status. Contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

Category 1 Individuals

Individuals affected by the waivers and modifications under this category include persons

- who are serving on active duty during a war or other military operation, or national emergency;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency;
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency; or
- suffered direct economic hardship as a direct result of a war or other military operation, or national emergency.

The following waivers and modifications affect Category 1 individuals:

Need Analysis

The University substitutes adjusted gross income plus untaxed income and benefits received in the first calendar year of the award year, or another annual income that more accurately reflects the family's current financial circumstances for which such determination is made for any affected individual, spouse and dependents, if applicable, to reflect the financial condition of an affected individual and family. The University has the option of using the applicant's original EFC, the EFC based on the data from the first calendar year of the award year, or the EFC based on another annual income that more accurately reflects the family's current financial circumstances. If the University chooses to use the alternate EFC, it uses the administrative professional judgment procedures established by the Secretary as discussed in the following section.

The HEROES waivers and modifications is separate from those impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (Refer to the Student Financial Aid Eligibility Policy for information on natural disasters)

Professional Judgment

To more accurately reflect financial need; the University uses professional judgment for affected individuals. The University determines the need for an affected individual by determining the most beneficial of the following:

- The individual's need as determined using the adjusted gross income plus untaxed income and benefits received in the first or second calendar year of the award year;
- The individual's need as determined using another annual income that more accurately reflects the family's current financial circumstances; or
- The individual's need as determined making no modifications. (I.e. an individual's income increased because of serving on active duty).

The University clearly documents the reasons for any adjustment and the facts supporting the decision. In almost all cases, the University will have documentation from a third party with knowledge of the student's unusual circumstances. As usual, any professional judgment decisions made that affect a student's eligibility for a subsidized student financial assistance program will be reported to the Central Processing System.

Title IV Grant Overpayments

A student who withdraws from the University because of an affected individual status is not required to return or repay any overpayment of grant funds based on the Return of Title IV (R2T4) calculations.

The University does not deny federal financial aid eligibility to an affected individual who owes an overpayment. In addition, the University does not contact the student, notify NSLDS, or refer the overpayment to Debt Collection Services. However, the affected individual's file will be documented to include the amount of the overpayment.

The University does not apply any federal financial aid credit balance toward an overpayment before using the credit balance to pay authorized charges; pay the credit balance to the student (or parent, in the case of a PLUS loan); or use the credit balance to reduce the student's federal financial aid loan debt (with the student's authorization).

Verification of AGI and U.S. Income Tax Paid

For an affected individual who is required to file a U.S. income tax return and has been granted a filing extension by the IRS, the University accepts the following:

- A copy of IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return" or a copy of the IRS's approval of an extension beyond the automatic six-month extension (if additional extension was requested); AND
- A copy of each W-2 received for the specified year or, for a self-employed individual, a statement signed by the individual certifying the amount of the AGI and U.S. income tax paid for the specified year

If an affected individual has not filed an income tax return by the filing deadline, in lieu of an income tax return, the University will accept the following to verify AGI and U.S. income tax paid:

- A statement from the individual certifying that he/she has not filed an income tax return or a request for a filing extension because he/she was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency; AND
- A copy of each W-2 received for the specified year, or for a self-employed individual, a statement signed by the individual certifying the amount of AGI and U.S. income tax paid for the specified year

The University may request that an individual granted a filing extension submit tax information using the IRS Data Retrieval Tool, or by obtaining a tax return transcript from the IRS that lists tax account information for the specified year after the income tax return is filed. If the University receives the tax information, it will verify the income information of the tax filer(s).

Category 2 Individuals

Individuals affected by the waivers and modifications under this category include persons who

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

The following waivers and modifications affect Category 2 individuals:

Post-withdrawal Disbursement (PWD)

A student who withdraws because of status as an affected individual and who is eligible for a post-withdrawal disbursement has up to 45 days to respond to a PWD offer. However, at the University's discretion, it may honor the PWD if the student (or parent in case of a parent PLUS loan) responds to the offer after 45 days.

Leaves of Absence (LOA)

The University documents the decision for granting an approved LOA to an affected individual if that individual has difficulty providing a written LOA request because of affected status. The documentation includes both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing.

Treatment of Federal Financial Aid Credit Balance When a Student Withdraws

The University pays any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the balance occurred.

Loan Cancellation

The University allows an affected individual to request a cancellation up to 60 days after the date the University notifies the borrower of the right to cancel. The cancellation may be for all or a portion of a loan for which proceeds have been credited to the account at the University. If the University receives a loan cancellation after the 60-day period, the University may, but is not required to, comply with the request.

Satisfactory Academic Progress

If a student fails to meet the University's satisfactory academic progress (SAP) standards (Refer to the SAP Policy for further information) as a direct result of being an affected individual in this category, the student may request a SAP appeal. The University will approve the appeal based on documentation of military orders.

Category 3 Individuals

Individuals affected by the waivers and modifications under this category include persons who

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

The following waivers and modifications affect Category 3 individuals.

Institutional Charges and Refunds

If a student is called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency, the student is eligible for a deferral of any balance owed the University. Additionally, the student is eligible for a drop credit request (DCR) for a course if the student begins the course within 60 days of return from deployment. The amount of the credit is dependent upon the number of weeks attended prior to the student withdrawing for military reasons. (Refer to the Finance Policy - Military Deployment/Military Leave)

Category 4 Individuals

Individuals affected by the waivers and modifications under this category include dependents of persons who are

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

The following waivers and modifications affect Category 4 individuals.

Verification Signature Requirements

A dependent student is not required to submit a statement signed by one of the applicant's parents when no responsible parent can provide the required signature because of the parent's status as an affected individual in this category.

Signatures on the Free Application for Federal Student Aid (FAFSA), Student Aid Report (SAR), and Institutional Student Information Record (ISIR)

A dependent student is not required to provide a parent's signature on the FAFSA, SAR, or submitting corrections electronically when there is no relevant parent to provide a signature because of the parent's status as an affected individual in this category. The high school counselor or financial aid administrator may sign on behalf of the parent as long as the applicant provides adequate documentation concerning the parent's inability to provide a signature due to the parent's status as an affected individual.

Federal Student Aid Leave of Absence Policy

Overview

The Federal Student Aid Leave of Absence (LOA) Policy addresses the impact to Title IV recipient students approved for an LOA. For more information regarding the University's Leave of Absence policy, please see the University's Academic Catalog. Students who need to take a formal break from their program can complete an LOA request form by accessing his/her student website at <https://ecampus.phoenix.edu>.

Policy

Federal Student Aid Disbursements

The University may, at its discretion, disburse Federal Pell Grant, IASG, and/or FSEOG funds to a student on an approved LOA; however, under no circumstances will the University disburse Direct loan funds to a student on an approved LOA. Credit balances resulting from federal student aid funds will be issued within 14 days of the date the credit is created.

Tuition and Fees

The University may not increase a student's tuition and fees (e.g. institutional charges) by approving the LOA. Therefore, if an LOA is approved to begin during a course(s), the University will issue the student an LOA Credit (LOAC) if the student fails to successfully complete this course(s). The amount of the LOAC will ensure that the student's tuition and fees for the payment period do not increase as a result of the University's approval of the LOA. The LOAC will be applied to the first course(s) the student attends after the LOA end date as long as the student returns to his/her program of study within 180 days of their official last date of attendance (OLDA) prior to the LOA start date.

Failure to Return

A student is expected to return from an approved LOA, as scheduled; failure to do so may impact the student's Direct loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance prior to the LOA. In addition, if the student reenters, after withdrawing from the University, the previously approved LOA days will count towards the student's LOA maximum of 180 days in a 12-month period.

Program Change During Approved LOA

If a student returns from an approved LOA and begins a new program, the University will perform a return of Title IV (R2T4) calculation to withdraw the student from his/her initial program of study. The student's last date of attendance in these scenarios will be the last academic related activity (ARA) prior to taking the approved LOA. The University's date of determination will be the Program Change Effective Date/Program Begin Date. Once the University has withdrawn the student from the initial program, the student will be enrolled and awarded federal aid in the new program. (Refer to the Awarding Aid to Transfer Students Policy and Re-Entry Policy for further information)

Overawards and Overpayments Policy

Overview

The Overawards and Overpayments Policy addresses how and when the University is required to resolve overawards and overpayments that occur in a student's federal financial aid package.

Policy

An overaward exists if any of the following conditions are met:

- The University awards federal financial aid to a student who is ineligible for the amount received
- A student's award in an individual federal program exceeds the regulatory maximum
- Student's federal financial aid package exceeds his/her need
- Student's award exceeds his/her cost of attendance (COA)
- Student is receiving a Federal Pell Grant or Iraq and Afghanistan Service Grant (IASG) at multiple schools for the same period of enrollment

An overpayment can occur:

- When an overaward cannot be corrected since some or all federal financial aid disbursements have been made
- Immediately at the time a student receives funds for a federal program for which he/she has zero eligibility

Overawards

Adjusting Disbursements

The University first attempts to eliminate an overaward by replacing the EFC with non-need-based loans, provided the student has not been awarded up to the COA. If the overaward is not resolved by replacing the EFC, the University will eliminate the overaward by cancelling or reducing any future Direct Loans or private loans first. The University may also attempt to eliminate an overaward by using actual COA charges for the academic year. If, after making these adjustments, an overaward still exists, the University will reduce aid in the following order:

- Private Loan
- Direct Graduate/Professional PLUS Loan
- Direct Parent PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Institutional Grant or Scholarship Aid
- State Grant Funds

Federal Pell Grants

The Federal Pell Grant is never adjusted to account for other forms of financial assistance. Therefore, if a student's financial aid package exceeds need, the University will first attempt to eliminate the overaward by reducing other financial aid awarded.

Iraq and Afghanistan Service Grants (IASG)

The IASG, like the Federal Pell Grant, is never adjusted to account for other forms of financial assistance. If a student's financial aid package includes an IASG and the package exceeds the student's need or COA, but the IASG by itself does not exceed the student's need, the University must reduce other financial aid to eliminate the overaward. However, if the IASG payment by itself exceeds the student's COA for a period of enrollment, the total amount of the IASG must be reduced to the federal financial aid (Title IV) COA for the period of enrollment.

If a student receiving an IASG becomes Pell eligible during the award year, the University must treat the Pell Grant as Estimated Financial Assistance (EFA) and may need to adjust the student's financial aid package.

Campus-Based Funds

The University only disburses the Federal Supplemental Education Opportunity Grant (FSEOG) to students who's FSEOG, combined with other estimated financial assistance (EFA) does not exceed the student's financial need.

Estimated Financial Aid Assistance Exceeds Need

Campus-based funding allows for a \$300 overaward tolerance if a student has received additional EFA not included in the calculation of the FSEOG. The \$300 threshold is allowed only if an overaward occurs after Campus-Based aid has been awarded and/or disbursed and the University was unaware the student would receive additional financial assistance.

NOTE: Direct loans do not provide for any type of tolerance in need.

Therefore, if a student received additional amounts of EFA not included in the calculation of the FSEOG and Pell Grant and the amount results in the total EFA exceeding financial need by more than \$300, the University may take, at its discretion, the following steps:

- If the student demonstrates increased financial need and the total amount of EFA does not exceed this increased need by more than \$300, no further action will be necessary.
- If the total amount of EFA still exceeds need by more than \$300, cancel any undisbursed loan or grant funds except for Pell Grant funds.
- If the total amount of EFA still exceeds need by more than \$300, treat it as an overpayment that must be eliminated.

Direct Loans

Direct Subsidized Loans, in combination with other need-based aid, cannot exceed a student's need or COA. Direct Unsubsidized Loans or Direct PLUS Loans, in combination with other EFA, cannot exceed a student's COA.

If the University discovers, before disbursing Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan funds, that a student will receive (or has received) EFA for the period the loan was intended and the combined amount of EFA and loans will exceed the amount of financial aid the student is eligible for, the University will reduce or eliminate the overaward by either:

- Using the student's Direct Unsubsidized Loan, Direct PLUS Loan, state-sponsored or another non-federal loan to cover the EFC, if not already done; or
- Reducing or returning one or more disbursements to eliminate the overaward.

State Grants and Pell Grant funds only

In the event there is an overaward, if a student is awarded state grant funds and Pell Grant funds only, state grant funds will be reduced to eliminate this overaward.

Overpayments

If an overpayment exists, it must be repaid to the Department of Education (ED). The responsibility will determine who must return the funds.

University Responsibility

If the overpayment occurs due to an error made by the University, the University is responsible for the overpayment and must repay the entire amount of the overpayment. The following are examples of overpayments for which the University is responsible:

- Unresolved overawards;
- Failure to complete verification;
- Miscalculated COA;

- Payment in excess of loan limits;
- Application errors or misreporting;
- Required recalculations not performed; or
- R2T4 calculations

In the scenarios listed above, the University may attempt to collect the amount from the student. However, the student is never reported to the National Student Loan Data System (NSLDS) or referred to ED for collection. This debt does not result in the loss of federal financial aid eligibility for the student.

Student Responsibility

If the overpayment occurs due to an error made by the student, the student is responsible for the overpayment and must repay amounts of \$25 or more. The University will notify the student of the repayment and inform the student that failure to repay or make satisfactory arrangements to repay the overpayment will result in loss of federal financial aid eligibility.

If the overpayment is the result of a Return of Title IV calculation, the student must repay amounts of \$50 or more. (Refer to the Return of Title IV Policy for further information)

Inadvertent Overborrowing

Inadvertent overborrowing occurs when a student inadvertently receives Direct Loan funds in excess of annual or aggregate loan limits. A student who has inadvertently overborrowed is ineligible for any further federal financial aid funds until:

- The student has repaid the full excess Direct Loan amount;
- The student makes satisfactory arrangements (loan reaffirmation) with the holder of the loan to repay the excess Direct Loan amount; or
- The student consolidates the Direct Loan(s) which exceeded the annual or aggregate loan limits.

Overpayment Resulting from Return to Title IV

If a student withdraws from the University and as a result of a Return to Title IV (R2T4) Calculation the student has a Federal Pell Grant overpayment, the University immediately sends a written notice to the student requesting repayment of the overpayment amount. The notice, sent within 30 days of the date of determination to any student who owes a grant overpayment as a result of the student's withdrawal from the University, includes a statement that failure to make the repayment, or make satisfactory repayment arrangements with the holder of the overpayment will make the student ineligible for further federal financial aid until the overpayment is resolved. Students are not liable for, and the University is not required to attempt recovery of or refer to the Secretary, a Pell Grant overpayment that is less than \$50 and is not a remaining balance.

If the student fails to repay the Pell Grant overpayment or make satisfactory repayment arrangements, after the University has contacted the student, the University must refer the overpayment to the U.S. Secretary of Education for collection purposes.

Other Resources

Federal financial aid, including other resources (Refer to the Packaging Philosophy Policy for examples of other resources), may not exceed a student's COA and/or federal financial need. At times, the University may receive EFA, in the form of other resources, it was unaware of for a student. If the EFA was received after the end of the period of enrollment for a student who is still enrolled or who is intending to re-enroll, the University will include the EFA for the period in which it was received.

Packaging Philosophy Policy

Overview

The Packaging Philosophy Policy addresses the University's packaging of financial assistance and its process to ensure students' awards do not exceed their total cost of attendance (COA) for an academic year.

Policy

Prior to determining a student's eligibility for federal financial aid, the University confirms a valid output document - Institution Student Information Record (ISIR) - is on file.

The University treats all applicants in the same manner when awarding funds, packaging up to the student's cost of attendance (COA) by replacing the expected family contribution (EFC) with non-need based aid, unless otherwise specified by the student (or parent in case of a PLUS loan).

Loan amounts that exceed the EFC must be counted as estimated financial assistance.

Determining Need

The University subtracts the EFC and all estimated financial assistance (EFA), which includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other resources from the COA to determine need for Subsidized Loan eligibility.

Example:

\$12,500	COA
- 2,500	EFC
- 1,600	Pell Grant
- 500	FSEOG
- 1,400	Scholarship (Other Resources)
\$6,500	Need

Federal Pell Grant/Iraq and Afghanistan Service Grant

The Federal Pell Grant (including those funds awarded under Children of Fallen Heroes or Children of Soldiers) or, alternatively, Iraq and Afghanistan Servicemembers Grant (IASG) is considered to be the first source of financial assistance to the student.

The Iraq and Afghanistan Service Grant is NOT considered EFA. It is never included in determining if a student's EFA exceeds need or COA.

Other Resources (Other Non-Federal Financial Aid Resources)

Other resources are included as estimated financial assistance (EFA) and count against federal financial need and COA.

Other resources include, but are not limited to, the following:

- Grants and scholarships from private organizations
- University grants and scholarships
- Employer Tuition Assistance or Reimbursement, regardless of whether it is paid directly to the University
- Military tuition benefits, including benefits paid under Chapter 101 of Title 10
- AmeriCorps
- University tuition or resource Fee discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student's education
- Private loans
- Private and State grants
- Tribal aid
- Funds paid directly to the University for a component of the student's cost of attendance

Note: If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as EFA for packaging purposes. Students should contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

EXCEPTION: The following benefits are excluded as estimated financial assistance: Chapter 103 of Title 10, Chapter 106A of Title 10, Chapter 1606 of Title 10, Chapter 1607 of Title 10, Chapter 30 of Title 38, Chapter 31 of Title 38, Chapter 32 of Title 38, Chapter 33 of Title 38, Chapter 35 of Title 38, Section 903 of the Department of Defense Authorization Act, 1981, Section 156(b) of the "Joint Resolution making further continuing appropriations and providing for productive employment for the fiscal year 1983, and for other purposes", Provisions of Chapter 3 of Title 37. The University does not count AmeriCorps benefits as EFA when determining eligibility for a Subsidized Direct Loan; however, the University does include AmeriCorps benefits when determining eligibility for a Direct Unsubsidized Loan.

Private loans are NOT considered EFA UNLESS the loan substitutes for the EFC and exceeds it, in which case the loan funds which exceed the EFC are considered EFA.

Determining Remaining Non-Need Based Aid

The University subtracts all estimated financial assistance (EFA), which includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other resources, as well as any Subsidized Loan eligibility from the COA to determine the remaining need for non-need based federal financial aid (Unsubsidized, Parent PLUS, and/or Federal Direct Graduate/Professional PLUS Loans). NOTE: The EFC is NOT included when determining the remaining non-need based aid:

\$12,500	COA
- 1,600	Pell Grant
- 500	FSEOG
- 1,400	Scholarship (Other Resources)
- 3,500	Direct Subsidized Loan
\$ 6,500	Remaining Need for Non-Need Based Aid

Students eligible for a Graduate/Professional PLUS loan who do not request the maximum Direct Unsubsidized Loan amounts they are eligible for, are notified of their maximum Unsubsidized Loan eligibility, the loan interest rate for Direct Unsubsidized Loans and PLUS Loans, providing the opportunity to request the maximum Direct Unsubsidized Loan they are eligible for.

Conflicting Information and Other Resources

At times, the University may become aware of EFA received by the student for which it was previously unaware. This EFA is considered a type of conflicting information by the U.S. Department of Education (ED). The University is responsible for resolving ALL conflicting information in a student's file and must ensure any EFA received is accounted for in the student's financial aid award. Refer to the Overaward and Overpayments Policy for what actions the University may be required to take to address this conflicting information.

Student Re-entering the University Policy

Overview

The Students Re-entering the University Policy addresses how the University will treat Title IV students when they withdraw from the University and re-enter the same program within 180 days or withdraw from the University and re-enter after 180 days, or re-enter into a different program of study. This federal financial aid Re-entry policy is separate from the institution's Academic Program Re-entry policy.

Policy

Introduction

When a student withdraws from the University and subsequently returns, the timing of the student's return and the program into which the student returns will determine the student's financial aid award.

There are three categories:

- Student re-enters the same program within 180 days from his/her withdrawal;
- Student re-enters the same program more than 180 days after his/her withdrawal; or
- Student re-enters into a different program, regardless of when the student returns.

In assessing whether a student returned within 180 days, the 180 days is determined by counting the days between the student's official last date of attendance (OLDA) in a course required of the program and the start date of the first course the student attends after returning to the program. OLDAs that occur during a course extension period or a University institutionally scheduled break are excluded; in these instances, a prior OLDA that meets the requirements is used for the count of days (see the Return of Title IV Policy for further information).

Re-entry within 180 days to the same program

When a student withdraws from the University and re-enters within 180 days to the same program at the University, the student remains in the same payment period the student was in when originally withdrawn. Upon the student's re-entry, the University will evaluate and update, as needed, the student's academic year, loan period, payment periods, and disbursement dates according to academic year definitions (Refer to the Academic Year Definition Policy and Disbursements Policy for further information). Regardless of these updates, however, the student's cost of attendance will reflect the original educational costs associated with the payment period from which the student withdrew.

Typically, the student is not eligible for any additional federal financial aid unless the student's previously awarded and/or disbursed federal financial aid funds have been cancelled or returned when the student withdrew.

Presuming the student's eligibility for federal financial aid funds has not changed, in these instances the student is immediately eligible to receive the cancelled or returned federal financial aid funds. The University will take the following actions, if applicable, for a student who re-enters the same program within 180 days:

- Reinstate any federal financial aid funds for the payment period or academic year that had been awarded and then cancelled
- Disburse federal financial aid for the payment period the student was otherwise eligible for that had not yet been disbursed at the time the student withdrew
- Re-disburse federal financial aid that was disbursed and returned under the Return of Title IV (R2T4) provisions

- Cancel any overpayments assessed to the student as a result of the prior withdrawal
- If a student withdrew, had a previous overpayment referred to Debt Resolution Services, and re-enters within 180 days, the University will send Debt Resolution Services a fax identifying the student overpayment. The fax will state the overpayment should be made void as the student has returned to the University.

When determining the award year from which federal financial aid funds will be re-disbursed or awarded/disbursed, the University must determine whether or not the original federal award year used to award federal financial aid for the applicable payment period remains open with the U.S. Department of Education. Once this determination is made, the University will proceed as follows:

- Federal Pell Grant:
 - Original Federal Award Year Open
 - The University will reinstate and disburse Federal Pell Grant funds under this Federal Award Year through the Common Origination and Disbursement (COD) website.
 - Original Federal Award Year Closed
 - The University will request the Federal Award Year be opened through the COD website, and
 - Once open, the University will reinstate and re-disburse Federal Pell Grant funds under this Federal Award Year through the COD website.
- Campus Based:
 - Funds Available from Original Federal Award Year
 - If the student was awarded campus-based funds and the funds are still available from the original federal award year, the University will reinstate and disburse campus based program funds from the original federal award year.
 - Funds Not Available from Original Federal Award Year
 - If the student was awarded campus based program funds and the funds are no longer available from the original federal award year, the University may, at its discretion, award campus based program funds from the current federal award year if funds are available. However, this does not increase the annual maximum campus-based funds award a student may receive.
- Federal Direct Loans:
 - Original Federal Award Year Open
 - If the student was awarded Federal Direct Loan (DL) funds and the federal award year used to award these DL funds is still open, the University will re-instate and disburse the DL funds under this Federal Award Year through the COD website.
 - The cost of attendance (COA) and expected family contribution (EFC) will reflect the educational costs associated with this Federal Award Year used to award the DL funds..
 - Original Federal Award Year Closed
 - If the student was awarded Federal Direct Loan (DL) funds and the Federal Award Year used to award these DL funds is closed, the University will request the Federal Award Year be opened through the COD website, and
 - Once open, the University will reinstate and re-disburse the DL funds under this Federal Award Year through the COD website.
 - The COA and EFC will reflect the educational costs associated with the original Federal Award Year used to award the DL funds initially.

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

Re-entry after 180 days in the same program

When a student withdraws from the University and re-enters in the same program after 180 days have elapsed, the University must award the student based on new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction for the program constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period. (Refer to the Academic Year Definition Policy and Disbursements Policy for further information.)

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

Re-entry into a Different Program of Study (within or after 180 days)

When a student withdraws from the University and re-enters into a different program of study at any time, the University will award the student based on new payment periods in the new program. (Refer to the Academic Year Definition Policy and Disbursements Policy for further information.)

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

Return of Title IV Policy

Overview

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

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. A R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the payment period AND all funds awarded for that period have been disbursed.

Withdrawal Date

The University's Withdrawal Policy states for official, unofficial, and administrative withdrawals the University will use the student's last academically related activity (ARA) to establish the student's withdrawal date.

Exceptions

However, if this date occurs during an institutionally scheduled break or during a course extension period, it will not be used to establish a student's withdrawal date at the University for the R2T4 calculation purposes. In these instances, the student's withdrawal date and date of determination for the R2T4 calculation purposes will be established as follows:

Withdrawal Date

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

Date of Determination

The Date of Determination (DOD) for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.

For example:

The University has a scheduled holiday break from December 20 thru January 4. The student posts an ARA on December 19th and December 27th. The student withdraws. The student's last ARA was on December 27th, which was during the scheduled break. The student requires an R2T4 calculation; the student's withdrawal date for the R2T4 calculation would be December 19th (the most recent ARA prior to the scheduled break). In addition, the DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of the payment period completed applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period. The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student's academic year. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
- The University originated the award to the student for the TEACH Grant program

The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following: (Additional information is available in the Disbursements Policy)

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

Inadvertent Overpayments

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

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days of the University's date of determination that the student withdrew (Refer to the Disbursements Policy for further information).

Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal. (Refer to the Verification Policy for additional information.)

Institutionally Scheduled Breaks

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

Percentage of Federal Financial Aid Earned

The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of attendance in the payment period. This percentage is determined using the University's rate of progression calculation. If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

To recognize that students completing more than 60% of the payment period earn 100% of their federal financial aid, amounts of .6001 through .6004 are not rounded for purposes of determining whether a student earned 100% of the federal financial aid for the payment period.

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days scheduled to complete in the payment period}}$$

Total Calendar Days Completed in the Payment Period

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

Required Adjustments to Calendar Days Completed in the Payment Period

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

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
 - Holidays
 - Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Total Calendar Days scheduled to complete in the Payment Period

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

Required Adjustments to Total Calendar Days Scheduled to Complete in the Payment Period

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

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

- Associates Program (9-week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5-week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associates Program (5-week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master's/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master's/Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.
- Competency Based Education (CBE) Program - 112 days if one to four courses are needed

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in but did not complete at the time of withdrawal.

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

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative closures
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Rate of Progression Examples

The following illustration demonstrates how an institution calculates the "total days completed" and the "total days scheduled to be completed" in a payment period when there are calendar days that must be excluded from the rate of progression calculation.

$$\frac{\text{\# of days completed in the payment period}}{\text{Total \# of calendar days scheduled to be complete in the payment period}} = \frac{76}{140} = 0.5428 = 54.3\%$$

Days Completed

To determine the total calendar days completed by the student (numerator), calculate the number of calendar days from the first day of the payment period to the student's last date of attendance, then subtract all applicable exclusion periods.

Days Scheduled to be Completed

To determine the total calendar days scheduled to be completed in the payment period (denominator), calculate the number of calendar days from the first day of the payment period to the last day of the payment period, then subtract all applicable exclusion periods. In this example, the student completed 54.3% of the payment period.

Title IV Credit Balance and the return calculation

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

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

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

- Pay authorized charges at the University.
- To the student (or parent for a PLUS loan).

The University applies its own refund policy before allocating a federal financial aid credit balance. However, the University does not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs. (Refer to the Federal Financial Aid Credit Balance Policy for further information)

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source.

When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

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

University (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the entire payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's account. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus or, as applicable. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

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

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

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

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Direct PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

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

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

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

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn. If a student is eligible for a post-withdrawal disbursement, refer to the Disbursements Policy for information on specific timelines.

Deceased Student

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

Determination of Withdrawal of a Deceased Student

The withdrawal date for a deceased student is the last date of academic attendance or attendance at an academically related activity determined from University attendance records. The date of determination is the date the University becomes aware of the student's death.

Return of Title IV Funds for a Deceased Student

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

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

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

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

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

Federal Financial Aid Satisfactory Academic Progress (SAP) Policy

Overview

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

Policy

The University will calculate a student's FA SAP based on the student's primary program. Students must maintain FA SAP throughout the duration of their primary program to remain eligible for federal financial aid. FA SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's primary program. For any questions regarding FA SAP, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Qualitative Measure

Grade Point Average

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

The University uses the cumulative GPA provided by the academic system of record at the time FA SAP is evaluated (e.g. at the completion of the payment period).

If a student applies for and is granted an academic reprieve for a course(s), the program GPA being used to evaluate FA SAP will be different than the program GPA recorded for academic purposes by the University's Registrar. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.

Cumulative Grade Point Average Exclusions

The following are excluded from the cumulative GPA computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
 - In Progress Extension (IX)
 - AUDIT (AU)
 - Incomplete (I)
 - In Progress (IP)
 - No grade awarded (QC)
 - Passing (P)
 - Withdrawal (W)
 - Withdrawal/Failing (WF)
 - Waived with Credit (WC)
 - No Credit (NC)
- Orientations with the following completion statuses:
 - Orientation Complete (OC)
 - Orientation Not Complete (ON)
 - Orientation Extension (OX)

Quantitative Measure

The University publishes the total credit hours required to complete each academic program. The University establishes a pace of completion requirement to ensure a student will complete the program within the maximum timeframe permitted. The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted by the student. Transfer credits, taken at other institutions and applied towards the student's primary program at the University, are included in both attempted and completed hours when measuring the student's pace of completion and maximum timeframe.

Pace of Completion

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

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

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

Included in Pace of Completion

Courses completed with the following grades are included as attempted in the pace of completion calculation:

- A, B, C, D, and F (+/-)
- Incompletes (I, IX and IP)
- Withdrawal (W)
- Withdrawal/Failing (WF)
- No grade awarded (QC)
- Courses that are waived with credit (WC)
- Pass (P)

The University rounds the calculation to the nearest hundredth of a percentage to determine if SAP has been met or not (example: 66.666 = 66.67%)

If a student applies for and is granted an academic reprieve for a course(s), the course will continue to be included in the pace of completion calculation. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.

Evaluation

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

Financial Aid Warning

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

Financial Aid Disqualification

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status. If a student on FW status does not meet FA SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status.

Students who are placed on an FD status are ineligible for federal financial aid. The University will not disburse federal financial aid funds to students on FD status.

Financial Aid Probation

If a student is placed on FD, the student may apply for an FA SAP appeal. Students on FD status who are granted an FA SAP appeal will be placed on financial aid probation (FP) status. Students who are placed on an FP status are eligible for federal financial aid for one probationary payment period. The University will disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. At the completion of this probationary payment period, the student must meet the University's FA SAP standards to maintain federal financial aid eligibility.

Student Notification

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

Financial Aid SAP Appeals

Students placed on FD status may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an FA SAP Appeal Form to Student Financial Services - Operations. The FA SAP Appeal form is located on the student website. If there are significant extenuating circumstances, the student's eligibility for federal financial aid may be reinstated for one payment period on FP status.

The University reviews all FA SAP appeals on a case-by-case basis. Approval and/or reinstatement of federal financial aid eligibility is not guaranteed. Approval is only granted when there are significant extenuating circumstances.

The University allows a student to have a maximum of two approved FA SAP appeals during their lifetime at the University. These appeals cannot be consecutive. Examples of significant extenuating circumstances may include, but are not limited to the following:

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

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

All FA SAP appeal decisions made by the University are final.

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making FA SAP regains eligibility only when the student meets the University's FA SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting FA SAP requirements, the student must pay for credit hours taken during the ineligible payment period using non-federal financial aid funds. If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

If the student meets all FA SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

Program Changes

Students who change primary programs at the University are re-evaluated to determine which academic credits apply to the new primary program. The student's FA SAP status at the beginning of the new program will be RG and will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student's FA SAP status will reflect the last status of the original program. Refer to the Awarding Aid to Transfer Students Policy available in the Consumer Information Guide for further information.

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

Re Entering the University

If a student withdraws from the University and subsequently re-enters into the same primary program, whether within 180 days or after 180 days, the FA SAP status at the time of re-entry and for the first payment period upon re-entry will be the FA SAP status the student had prior to his/her withdrawal.

If the student re-enters, at any point, into a different primary program not previously attended, the FA SAP status will reset to Regular Student (RG) status. Refer to Student Re-entering the University Policy available in the Consumer Information Guide for further information.

Repeat Courses

Grades for prior attempts, whether successfully completed or not, are excluded when calculating the primary program GPA. However, credits from all attempts are included calculating pace of completion and maximum timeframe.

Note: Repeat courses taken in a primary program are counted in

the FA SAP status for that primary program.

Awarding Aid to Transfer Students Policy

Overview

The Awarding Aid to Transfer Students policy documents the University's treatment and determination of federal financial aid eligibility for students who transfer to the University from another school or advance programs (a.k.a. finish one program and begin another program) or change programs at the University.

Policy

Definitions

Transfer Student

A Student who enrolls in a program at the University who has overlapping academic years (AY's) with a prior program, either at the University or at another institution are referred to as a transfer student. An overlapping AY exists if the student begins a program at the University prior to the expiration of the student's prior AY. There are 3 types of transfers: external, internal, and advancing programs.

External Transfer Student

Student previously attended a program at an institution other than the University of Phoenix.

Internal Transfer Student

Student previously attended a program at the University of Phoenix but did not complete this program.

This excludes program version changes; students who change program versions are considered in the same program.

Advancing Program Student

Student previously attended a program at the University of Phoenix, completed this program, and began another program at the University.

Awarding Federal Aid

For all types of transfers, the University will award all federal financial aid (Federal Pell Grant, IASG, FSEOG, and Direct Loans) based on a full academic year in the (new) program at the University. (Refer to the Academic Year Definition Policy for further information on defined academic years).

Overlapping Academic Years

An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This most commonly occurs when a student starts with the University after recently attending a different institution, when a student completes a prior program at the University and begins another program, or when a student changes programs at the University. Students in these scenarios should contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 1-888-346-8679 to determine if they have overlapping academic years and if their financial aid eligibility will be impacted.

Federal Pell Grant Award

A student cannot receive more than 100 percent (or 150 percent, if the student is enrolled and eligible for a Year-Round Pell award) of his or her scheduled Pell Grant award for a federal award year. (Refer to the Federal Pell Grant-IASG Policy for additional information). When a student has already received a Federal Pell Grant during the same federal award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has already received in order to calculate the student's remaining eligibility (if any) for a Federal Pell Grant award. The University also ensures the student does not exceed the Pell Life-

time Eligibility Used (Pell LEU).

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

Pell Example: A student received a portion of a Federal Pell Grant for a program at ABC University, withdrew and then enrolled in a program at the University. The AY for the program at ABC University overlaps with the AY for the program at the University during the same federal award year.

Calculation to Determine Pell Grant Award Amount

100% Scheduled Pell Grant Award at the University	\$6,345
Percentage of Pell Scheduled Award already used at ABC University from ED (Calculated and provided by ED)	25%
Percentage of Remaining 100% Pell Scheduled Award (100% minus % Pell Scheduled Award used at ABC University)	$100\% - 25\% = 75\%$
Student's maximum 100% Federal Pell Grant Award at the University (100% Pell Scheduled Award multiplied by Percentage of Remaining Eligibility)	$\$6,345 \times 75\% = \$4,759$

The student's remaining Federal Pell Grant eligibility is \$4,749. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled Pell Grant award in the first PP. If the second PP of the AY in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

The University rounds to the nearest whole dollar when calculating Federal Pell Grant disbursement amounts.

University's Program's Academic Year 1
Federal Pell Grant Award

First PP	Second PP
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University's Program's Academic Year 1
Federal Pell Grant Award

\$ 3172	\$1,586
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Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the loan(s) at the University may not exceed the remaining balance of the student's annual loan limits after the disbursements in the previous program are considered. The University also ensures the loan(s) awarded do not permit the student to exceed their lifetime aggregate undergraduate/graduate borrowing limits.

Direct Loan Example: A student received Subsidized and Unsubsidized Direct Loan disbursements at ABC University, withdrew and then enrolled in a program at the University. The AY for the program at ABC University overlaps with the AY for the program at the University.

The student is enrolled in a program at the University as a first year, independent undergraduate student with maximum annual Subsidized Direct Loan eligibility of \$3,500 and Unsubsidized Direct Loan eligibility of \$6,000.

Direct Loan Disbursements made by ABC University

Subsidized Loan disbursed	\$1,750
Unsubsidized Loan disbursed	\$2,000

The University must now determine the student's remaining Subsidized and Unsubsidized Direct Loan eligibility for the 1st AY in the program at the University.

Calculations to Determining Direct Loan Award Amounts

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

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

Federal Supplemental Opportunity Grant Awards

The Federal Supplemental Opportunity Grant (FSEOG) will follow the same awarding process as the Federal Pell Grant program and Direct Loan Program, starting a new academic year and payment periods based on the program the student is transferring/advancing into at the University.

Verification and Conflicting Information Policy

Overview

Institutions are required to verify information provided by students selected for verification. In addition, institutions are required to identify and address any conflicting information in its records for the student. The Verification and Conflicting Information Policy addresses the Department of Education (ED) different verification groups, types of documents acceptable to complete verification and actions the University will take to address identified conflicting information.

Policy

The University is required to verify students whose FAFSA information is selected for verification by the Central Processing System (CPS). The institutional student information record (ISIR) or student aid report (SAR) document received from the CPS will indicate whether the student's application is selected for verification. Students selected for verification must submit all required documentation requested by the University by the applicable deadline to be reviewed for federal financial aid eligibility. The University will not disburse any federal financial aid funds until verification is completed. Students not selected by the CPS or who are exempt from verification but choose to provide taxes or other supplemental documents are not considered selected for verification. However, the University must review all documents provided and resolve any conflicting information prior to awarding and/or disbursing federal financial aid. All documents provided are retained as part of the student financial aid file.

On July 13, 2021, the U.S. Department of Education published GEN 21-05 (<https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/2021-07-13/changes-2021-2022-verification-requirements>) waiving verification of most Free Application for Federal Student Aid/Institutional Student Information Record (FAFSA/ISIR) information, except for Identity/Statement of Educational Purpose and High School Completion Status under Verification Tracking Groups V4 and V5. This waiver applies for the remainder of the 2021-2022 FAFSA processing and verification cycle. The University implemented the flexibilities outlined in GEN 21-05 as of 09/01/2021. Regardless of this waiver, the University will identify and resolve conflicting information concerning a student's eligibility, including from documentation obtained during the verification process prior to or after these flexibilities were implemented.

Standard Verification Group (V1)

The University is required to verify the following information for students selected for standard verification:

- Tax Filers
 - Adjusted Gross Income
 - U.S. Income Tax Paid
 - Untaxed Portions of IRA Distributions and Pensions
 - IRA Deductions and Payments
 - Tax Exempt Interest Income
 - Education Credits
 - Number of Household Members
 - Number in College
- Non-Tax Filers
 - Income Earned from Work
 - Number of Household Members
 - Number in College

Custom Verification Group (V4)

The University verifies the following information for students selected for custom verification:

- High School Completion Status
- Identity/Statement of Educational Purpose

Aggregate Verification Group (V5)

The University verifies the following information for students selected for aggregate verification:

- High School Completion Status
- Identity/Statement of Educational Purpose
- Tax Filers:
 - Adjusted Gross Income
 - U.S. Income Tax Paid
 - Untaxed Portions of IRA Distributions and Pensions
 - IRA Deductions and Payments
 - Tax Exempt Interest Income
 - Education Credits
 - Number of Household Members
 - Number in College
- Non-Tax Filers:
 - Income Earned from Work
 - Number of Household Members
 - Number in College

Acceptable Documentation V1 and V5

The following documentation is acceptable for completing verification of tax filers:

- Specified tax year's tax account information of the tax filer that the Secretary has identified as having been obtained from the Internal Revenue Service (IRS) through the IRS Data Retrieval Tool and that has not been changed after the information was obtained from the IRS;
- A transcript obtained at no cost from the IRS or other relevant tax authority of a U.S. territory (Guam, American Samoa, the U.S. Virgin Islands) or commonwealth (Puerto Rico and the Northern Mariana Islands), or a foreign government that lists 2019 tax account information of the tax filer; or
- A signed copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority of a U.S. territory, or a foreign government that lists the specified tax year's tax account information of the tax filer.

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where a student, spouse, and/or parent may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Victims of Identity Theft

For an individual who was a victim of IRS tax-related identity theft, the University may accept the following documentation:

- A Tax Return DataBase View (TRDBV) transcript obtained from the IRS; and
- A statement signed and dated by the tax filer indicating that he or she was a victim of IRS tax-related identity theft and that the IRS has been made aware of the tax-related identity theft.

If a filer is unable to obtain a TRDBV transcript, he/she may submit other official IRS documentation as long as it contains all the information needed to complete verification. However, the filer must first attempt to get a TRDBV before he/she can use a copy of other official IRS documentation.

Filers of Joint Returns Who Are No Longer Married

If the filer of a joint return has become widowed, divorced, or separated since filing the return, for verification purposes, it may be necessary to determine the individuals' income and taxes paid using the joint tax transcript and the relevant IRS W-2 forms.

The following documents are required from the student/spouse/parent in order to perform a separation of income (SOI):

- A signed and dated SOI Authorization Form,
- A transcript obtained from the IRS or other relevant tax authority that lists the specified tax year's tax account information of the tax filer(s); or
- A copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority that lists the specified tax year's tax account information of the tax filer(s); and
- A copy of IRS Form W 2 for each source of employment income received for the specified tax year or an equivalent document
- In some scenarios, all schedules, forms, and/or worksheets for the tax filing

The University will confirm or update the AGI and income based on the documentation submitted and use the proportional distribution method to determine taxes paid.

Amended Tax Return

When the University becomes aware that a tax filer has filed, or will file, an amended tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS for the specified tax year, in addition to one of the following:

- An IRS Tax Return Transcript (that will only include information from the original tax return and does not have to be signed), any other IRS tax transcript(s) that includes all of the income and tax information required to be verified, or a copy of the tax return; OR
- IRS DRT information on an ISIR record with all tax information from the original tax return

In rare cases, when an applicant and/or spouse, or parent(s) did not file an IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that includes the change(s) made by the IRS, in addition to one of the items mentioned above.

Other Tax Returns

If the tax filer filed a tax return with Commonwealth of Puerto Rico, the U.S. Virgin Islands, the Commonwealth of the Northern Mariana Islands, or Guam, the University will obtain a signed copy of the income tax return filed with the relevant tax authority.

If the tax filer filed a tax return with the tax authority for American Samoa, the person must provide a copy of his/her tax account information.

If the tax filer filed a tax return with tax authorities not mentioned above, (i.e. foreign tax authority) and the person indicates that he/she is unable to obtain the tax account information free of charge, the person must provide documentation that the tax authority charges a fee to obtain that information, along with a signed copy of his/her income tax return that was filed with the relevant tax authority.

The income and tax information are converted to U.S. dollars and the University uses the information on the forms that most closely correspond to the income information reported on an IRS tax return. If an individual from a foreign country is not required under the country's government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.

Filing Extensions

If the individual has been granted an automatic six-month extension by the IRS, the applicant must still verify income and tax information either by using the IRS Data Retrieval Tool or by submitting to the University an IRS Tax Return Transcript. If the required documentation is not submitted to the University by the established deadline, the student must return all Title IV aid disbursed before the student was selected, except for Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans. However, this is not applicable to individuals granted a filing extension beyond the University's established deadline because the individual was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency (Refer to the HEROES Policy for further information).

If the individual(s) has been granted a filing extension by the IRS beyond the automatic six-month extension for the tax year, the University will accept the following as documentation:

- A copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return;"
- A copy of the IRS's approval of an extension beyond the automatic six-month extension for the applicable tax year;
- Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2020, except dependent students ("Verification of Nonfiling Letter");
 - See "Non-Tax Filers" section below if individual is unable to obtain a "Verification of Nonfiling Letter"
- A copy of the IRS Form W-2 for each source of employment income received for the applicable tax year by an individual that has been granted a filing extension; AND
- If self-employed, a signed statement certifying the amount of the AGI and U.S. income tax paid for the specified tax year;

Note: The University will not delay completing verification if the above documentation is submitted for those individuals granted IRS extensions. However, if the University receives the actual IRS transcript at a later date, it must reverify the AGI and taxes paid.

Non Tax Filers

Students, spouses, and/or parents who have not filed a tax return, and are not required to file, will not have an AGI. They must report income earned from work on the FAFSA, including any income reported on the individual's W-2 forms, and other earnings from work not reported on these forms. If selected for verification and income was earned, the student, spouse, and/or parent are required to provide copies of W-2 forms from each employer. In addition, the person must provide a signed statement certifying the sources and amounts of income earned from work not on W-2s and that the person has not filed and is not required to file a tax return.

The University will also require the person (except dependent students) to submit a "Verification of Nonfiling (VNF) Letter" from the IRS dated on or after October 1, 2020. If an individual is unable to obtain VNF from the IRS and the University has no reason to question the good-faith effort to obtain the required documentation, the University will accept the following:

- A signed statement certifying that the individual
 - Attempted to obtain the VNF from the IRS or other tax authorities and was unable to obtain the required documentation; and
 - Has not filed and is not required to file an applicable income tax year return, and a listing of the sources of any applicable year income earned by the individual from work and the amount of income from each source; and
- A copy of IRS form W-2, or an equivalent document, for each source of applicable tax year employment income received by the individual

If a student, spouse, and/or parent submits a signed statement claiming non-tax filer status and the University has reason to believe the person was required to file a U.S. tax return, this constitutes conflicting information and must be resolved.

The following is a chart to assist in determining whether or not an individual is required to file an income tax return.

If your filing status is...	AND at the end of 2020 you were...*	THEN file a return if your gross income was at least...**
Single	under 65 65 or older	\$12,400 \$14,050
Married filing jointly***	under 65 (both spouses) 65 or older (one spouse) 65 or older (both spouses)	\$24,800 \$26,100 \$27,400
Married filing separately	any age	\$5
Head of household	under 65 65 or older	\$18,650 \$20,300
Qualifying widow(er)	under 65 65 or older	\$24,800 \$26,100

In addition to the above chart, a person must file a return if any of the conditions below apply for the tax year.

- You owe any special taxes, including any of the following.
 - Alternative minimum tax.
 - Additional tax on a qualified plan, including an individual retirement arrangement (IRA), or other tax-favored account. But if you are filing a return only because you owe this tax, you can file Form 5329 by itself.

- Household employment taxes. But if you are filing a return only because you owe this tax, you can file Schedule H by itself.
- Social security and Medicare tax on tips you did not report to your employer or on wages you received from an employer who did not withhold these taxes.
- Recapture of first-time homebuyer credit.
- Write-in taxes, including uncollected social security and Medicare or RRTA tax on tips you reported to your employer or on group-term life insurance and additional taxes on health savings accounts.
- Recapture taxes.
- You (or your spouse, if filing jointly) received HSA, Archer MSA or Medicare Advantage MSA distributions.
- You had net earnings from self-employment of at least \$400.
- You had wages of \$108.28 or more from a church or qualified church-controlled organization that is exempt from employer social security and Medicare taxes.
- Advance payments of the premium tax credit were made for you, your spouse, or a dependent who enrolled in coverage through the Marketplace. You or whoever enrolled you should have received Form(s) 1095-A showing the amount of the advance payments.
- Advance payments of the health coverage tax credit were made for you, your spouse, or a dependent. You or whoever enrolled you should have received Form(s) 1099-H showing the amount of the advance payments.
- You are required to include amounts in income under section 965 or you have a net tax liability under section 965 that you are paying in installments under section 965(h) or deferred by making an election under 965(i).

For a complete listing of who must file an income tax return, visit <https://www.irs.gov/help/ita/do-i-need-to-file-a-tax-return>.

Number in Household

The University requires the student (if dependent, requires the parent) submit a verification worksheet (VWS) listing the name and age of each household member and the relationship of that household member to the student.

NOTE: If, at the time of filing a FAFSA, the household information was correct, the information cannot subsequently be updated. If, at the time of filing a FAFSA, the household information was incorrect the STUDENT must correct the information on his/her student aid report (SAR). The University cannot update incorrect information if the student was not selected for verification.

Number in College

The University requires the student (if dependent, requires the parent) submit a verification worksheet (VWS) listing the name and age of each household member who is or will be attending an eligible postsecondary educational institution. The household member must be at least a half-time student in the specified award year and the name of the educational institution must be listed.

NOTE: If the name of the educational institution listed is not an eligible postsecondary educational institution, the University will make a correction to remove the name of the household member from the in college.

Acceptable Documentation V4 and V5

The University will accept the following as resolution of V4 and V5 verification.

High School Completion

To verify high school completion, the University will accept the following types of documentation:

- High school diploma-
 - A copy of the student's high school diploma;
 - A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or
- Recognized equivalent of a high school diploma-
 - General Educational Development (GED) Certificate
 - California High School Proficiency Examination (CHSPE) Certificate
 - HiSET Completion Certificate
 - Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
 - A copy of the 'secondary school leaving certificate' or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
 - An academic transcript indicating the student successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree
- Homeschool
 - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential from an institution that holds state approval to confer high school diplomas is needed
 - If the state does not require the above credential, other acceptable documentation includes:
 - Homeschool transcript or diploma issued by an institution that holds state approval to confer high school diplomas or was accredited by an acceptable accrediting body at the time the student attended

Identity/Statement of Educational Purpose

The following is acceptable documentation to verify a student's statement of educational purpose/identity:

- An unexpired valid government-issued photo identification, such as a driver's license or passport
- A signed statement certifying the federal financial aid received will only be used for educational purposes to pay the cost of attending the University for the specified award year.

If the documentation is presented in person, the University will maintain an annotated copy of the ID provided by the student and will include the date the identifying document was received and the name of the University official who obtained the documentation.

If the student is unable to provide the information in person, the following must be provided to the University:

- A copy of a government-issued photo identification, such as a driver's license or passport
 - The copy of the government issued ID does not need to be notarized or signed by the notary; and
- An original notarized statement of educational purpose signed by the student for the specified award year.
 - An original document must contain wet signatures for the student and the notary as well as the required stamp or seal.

Selection after Disbursement

The student or University may submit corrections to the SAR/ISIR, and the student's application may then be selected for verification. If the student's enrollment status is Withdrawn (W), the University is not required to verify the student's information unless the student returns to the University in the same award year. If the student's enrollment status is anything other than withdrawn (W), the University will not make subsequent disbursements until the student's updated application is verified. If the student does not submit verification documents, the student is responsible for repaying all federal financial aid for which he/she is not eligible, including funds already disbursed for the award year. The student does not have to repay any Direct Loan disbursements made prior to selection as these funds will be repaid according to the terms of the master promissory note; however, the University will cancel any further Direct Loan.

Completing Verification

When the University has obtained all necessary verification documents from the student, the documentation is compared to the ISIR/SAR record. If the verification process shows the student's information is correct, and there are no outstanding issues or conflicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid federal output document (ISIR) with an official EFC. Verification is complete once the University has received all the requested documentation and a valid SAR/ISIR (one that has all the accurate and complete information). This includes any necessary corrections, which must be made by the applicable federal deadlines.

If the University has reason to believe a student or parent, if dependent student, is trying to avoid completing verification and/or suspects potential fraud, the University will initiate an investigation of the student. During the period of investigation, the University will cease award and disbursement of all federal financial aid funds to the student. If satisfactory resolution in the investigation cannot be reached, the student will lose eligibility for federal financial aid funds for at least the federal award year. In addition, based on the outcome of the University's investigation, any credible information indicating that the student may have engaged in fraud or other criminal misconduct in connection with his or her application for federal student aid will be referred to the U.S. Department of Education's Office of Inspector General (OIG). Please refer to the University's Federal Student Aid Fraud Policy for more information.

Disbursements

The University will not make disbursements of federal financial aid until verification is completed.

Change Dependency Status due to Change in Marital Status

The University will not update a student's dependency status based on a change in the student's marital status after filing of the FAFSA.

Consequences of a Change in FAFSA Information

For the subsidized student financial assistance programs, if the FAFSA information changes as a result of verification, the University will submit to the Secretary all changes to a nondollar item or an individual data element that is \$25 or more. The University may choose whether or not it will submit changes to the Secretary when all changes to individual data elements are less than \$25 (not exceeding tolerance).

For the Federal Pell Grant Program, if there is a change as a result of verification, the University will recalculate the student's Pell Grant on the basis of the EFC on the correct valid SAR/ISIR. The University will disburse any additional funds under that award only if the University receives a correct valid SAR/ISIR for the student, and only to the extent additional funds are payable based on the recalculation.

For all other subsidized student financial assistance programs, if information changes as a result of verification, the University will adjust the student's financial aid package on the basis of the corrected EFC on the valid SAR/ISIR.

Verification and Professional Judgment

If a student requests a professional judgment and is also selected for verification, the University will require the verification be completed before exercising any type of professional judgment.

Reporting the Student's Verification Status to the CPS

When the University disburses a Federal Pell Grant award, it reports the student's verification status at the time of disbursement when it reports the payment. Note: This reporting requirement applies even if the student's application was not selected for verification. However, the University leaves the verification status code field blank if the student was not selected for verification or the selected ISIR transaction has a CPS transaction process date that is after the date the student was no longer enrolled at the University.

Verification Timelines

The University will require Federal Pell Grant, campus-based, and Direct loan students selected for verification to submit all requested verification documents to the University within 30 days of the notification date informing the student of the requirements. If the documents are not submitted or are incomplete by this deadline, appropriate actions are taken, as required, based upon the student's enrollment status as of the deadline date.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline, but before the earlier of 120 days after the student's last date of attendance or the deadline established by the U.S. Department of Education each award year, the University will review and address eligibility as required. For the Direct Loan program, if a student fails to provide the required documentation by the 30-day deadline, the University will not originate a subsidized loan application for the student. If based on corrections, there is an increase in the Federal Pell Grant amount and the student's valid ISIR is received after he/she is no longer enrolled but before the annual Federal Register deadline, the University will pay the student the higher award amount.

Student Notification

The University will notify the student, in writing, of verification requirements and timelines for submission of necessary documents. Selected students receive the following:

- Documentation requirements
- Timeline of 30 days to return the required documentation
- Correction procedures (provided during the initial application process)
- Consequences of not returning the documents within the prescribed timelines, which may include cancellation of tuition deferral and request of immediate payment of outstanding tuition charges
- Information in reference to written notification of award changes resulting from verification, which are forwarded within 20 days of required adjustments

Verification and Crossover Payment Periods

During a crossover payment period (a payment period that includes both June 30 and July 1), the University will award and disburse federal financial aid funds using the first federal award year ISIR that is ready to be used. Once a federal award year ISIR has been used for awarding and disbursing federal financial aid funds, the University will no longer follow up with the student on collecting documents to complete verification unless those documents are needed for a future academic year.

If the University has reason to believe a student is trying to avoid completing the verification requirements and suspects potential fraud, the University will not award federal financial aid funds using the unselected ISIR. Instead, the University will require the student to complete the verification requirements or lose eligibility for the crossover payment period.

Verification Exclusions

The exclusion described here are applicable only to the affected individual. All other requirements for verification still apply to the non-affected parties (i.e. if one parent meets an exclusion, the student and the other parent are still required to complete verification requirements).

A selected student is exempt from the verification requirements based on the following unusual circumstances:

- The student dies,
- The student will not receive federal financial aid for reasons other than failure to complete the verification, or
- The student was selected for verification after the date the student was no longer enrolled at the University, the University is not aware that the student intends to reenroll for the award year, and no further disbursements (including late) will be made.

Parents of a dependent student are exempt from verification requirements if any of the following apply:

- Both parents are mentally incapacitated,
- Both parents or the custodial parent has died
- They reside in a country other than the United States and cannot be contacted by normal means, or
- They cannot be located because the student does not have and cannot obtain their contact information

A spouse of an independent student is exempt from verification requirements if any of the following apply:

- The spouse has died,
- The spouse is mentally incapacitated,

- The spouse resides in a country other than the United States and can't be contacted by normal means, or
- The spouse cannot be located because the student does not have and cannot obtain contact information

If a student selected for verification dies before the deadline for completing verification and does not complete the verification process, the University will not 1) make any further disbursements on the student's behalf, 2) originate or disburse the student's Direct subsidized Loan, and 3) consider any funds disbursed on an interim basis as an overpayment.

The University will document in the student's file the basis for any exclusion, other than the death of a student, using a signed statement from the student.

Verification Following Natural Disasters

If an affected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:

- For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student's file is documented accordingly and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified.
- The University will waive the requirement of a signed verification worksheet verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no parent can provide the required signatures because the parent(s) is affected by a disaster. In these scenarios, the University will note and retain an explanation of why the student's parent(s) was not able to sign the verification worksheet.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed. If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly.

Resolving Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before awarding and/or disbursing federal financial aid funds. If discrepancies are identified that were not present at the time the federal financial aid funds were disbursed, the University will reconcile the conflicting information and the student will be responsible for repayment of any federal financial aid funds they were not eligible to receive. The University will report the student to ED as a federal grant and/or loan overpayment to collect repayment of these funds from the student.

Examples of conflicting information may include, but are not limited to the following:

- Social security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/parent was required to file a tax return)
- Number in Household
- Number in College
- Student or parent Marital status
- High school completion
- Untaxed income or resources
- Other Resources, such as Employer Tuition Reimbursement (See the University's Packaging Philosophy Policy for other examples of "other resources")

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STUDENTS' RIGHTS AND RESPONSIBILITIES

Students' Right to Privacy

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

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

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

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

A copy of the University's FERPA policy is available to students through the Registrar's Office or the student portal at: <http://my.phoenix.edu>.

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

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4035 South Riverpoint Parkway, Phoenix, AZ 85040, Fax (480) 643-1600.

Student Organizations

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

Conditions of Recognition for Student Organizations

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

- A Recognized Student Organization (RSO) is independently installed, organized, and managed by students enrolled and actively attending the University.
- All student members of a University RSO must be enrolled in and must have posted positive attendance within the last 90 days.
- RSOs must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- RSOs are recognized by, but not official units of UOPX.
- RSOs must have a published purpose/mission and goals/objectives, operate under a formal leadership/governance structure, participate in the annual assessment process, and maintain membership rosters, financial statements, meeting minutes, assessment plans and reports, etc. These items shall be submitted upon initial application and upon annual review or more frequently, as required or requested.
- Recognized Student Organization Application/Annual Report and Renewal Request submission must be accompanied by an Assessment Matrix attachment with assessment plan sections (Area Assessed, Criteria, University Learning Goals, Measure and Metric) columns completed. At the end of an application/renewal period the Assessment Matrix template submitted the year prior must be updated including the completed Findings and Action Plan sections.
- RSOs must have a University-approved University liaison. The role of the University liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the University liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University..
- RSOs may not possess any financial ties or result in any financial impact to UOPX. All expenses related to installing, organizing, leading, managing, and/or sustaining a RSO are the sole responsibility of the RSO.

- The tax status of the University does not extend to RSOs. RSOs must follow all local, state, and federal guidelines. RSOs have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are RSOs allowed to use the federal tax numbers or designations of UOPX.
- Consistent with the UOPX Mission, RSOs must strive to enhance the student experience, the University's culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- RSOs must meet all Conditions of Recognition and agree to abide by all UOPX regulations, policies, and procedures. This includes, but is not limited to, all Academic Catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- RSOs must be open to all students who meet the membership requirements. RSOs may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- RSOs must submit a Student Organization Recognition application to the UOPX Office of Accessibility, Equity & Inclusion and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognition status will expire at the end of each fiscal year, August 31st. A request for recognition renewal must be submitted no later than August 31st each year to remain officially recognized as a RSO. Exceptions will be made for new RSOs with approval granted between July and December of that same year. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each RSO's recognition and continued compliance with regulatory, policy, and procedural changes.
- RSOs that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate institutional sponsor.
- The bylaws and/or policies for any RSO must meet the minimum standards outlined in the Recognized Student Organizations Handbook.
- RSOs must meet one of the University's approved RSO Types and Recognition Statuses as defined below.

Approved RSO "Types"

- **Academic (excluding Honor Societies)** - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom.
- **Honor Societies** - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies is typically by invitation and criteria based.

- **Professional** - Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]).
- **Service** - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities.

Approved RSO Recognition "Statuses"

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

Equal Opportunity, Harassment, and Nondiscrimination

Policy on Nondiscrimination

The University is committed to providing an educational environment that is free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting equity in all aspects of the educational program or activity, the University has developed policies and procedures that provide a prompt, equitable, and impartial process for allegations of discrimination or harassment on the basis of protected class status and for allegations of retaliation.

Resolution Services oversees implementation of the University's policy on Equal Opportunity, Harassment, and Nondiscrimination. The University's Title IX Coordinator has the primary responsibility for coordinating the University's efforts related to investigation, resolution, and implementation of sanctions to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The Title IX Coordinator acts with independence and authority free from bias and conflicts of interest. The members of the Title IX Team are trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents.

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Bridget Beville, Vice President, Resolution Services & Title IX Coordinator
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602-557-1823 office
480-273-0455 mobile
TIXC@phoenix.edu

The University's 504 Coordinator is responsible for overseeing efforts to comply with Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide accommodations to otherwise qualified disabled students in all University programs and activities. Questions may be directed internally to:

Kelly Hermann, Vice President, Accessibility, Equity & Inclusion & 504 Coordinator
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602.387.9936
Section.504Coordinator@phoenix.edu

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

Scope

The core purpose of this policy is the prohibition of all forms of discrimination. When an alleged violation of this policy is reported, the allegations are subject to resolution using one of two processes outlined below as determined by the Title IX Coordinator. These procedures may be applied to incidents, to patterns, and/or to the campus climate, all of which may be addressed and investigated in accordance with this policy.

Any person whose acts deny, deprive, or limit the educational access, benefits, and/or opportunities of any member of the University community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes defined below is in violation of this policy.

This policy is interpreted broadly to include online and cyber manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the University's education program and activities or use University networks, technology, or equipment.

Jurisdiction

This policy applies to the University's education program and activities, to conduct that takes place on campus or online or on property owned or controlled by the University or at University-sponsored events.

The University may also extend jurisdiction to off-campus and/or online conduct when the Title IX Coordinator determines that the conduct affects a substantial University interest, including any situation that is detrimental to the educational interests or mission of the University and/or has continuing effects on the University community.

Definitions

Advisor: The person chosen by a party or appointed by the University to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at a Formal Grievance Process hearing, if any.

Complainant: The individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected class.

Education Program or Activity: Locations, events, or circumstances where the University exercises substantial control over both the Respondent and the context in which the harassment or discrimination occurs.

Formal Complaint: A document filed by a Complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a Respondent and requesting an investigation of the allegations.

Mandated Reporter: Any University employee obligated by policy to share knowledge, notice, and/or reports of actual or suspected harassment, discrimination, and/or retaliation with the Title IX Coordinator.

Preponderance of the Evidence: The standard of proof used to determine whether a Respondent is responsible for a violation of this policy, meaning whether a policy violation is more likely than not.

Protected Class: Race, color, religion, creed, sex, pregnancy (including lactation, childbirth, and related medical conditions), sexual orientation, gender, gender identity or expression, familial or marital status, age (40 or older), physical or mental disability, medical condition (any health impairment related to a diagnosis, record, or history of cancer), genetic information (including testing and characteristics), national origin, ancestry, ethnicity, citizenship, military or veteran status, or any other status or characteristic protected by applicable federal, state, or local law.

Respondent: The individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class.

Supportive Measures: Non-disciplinary, non-punitive individualized services offered to the Complainant or the Respondent designed to restore or preserve equal access to the education program or activity, including measures designed to protect the safety of all parties or the educational environment, or deter harassment, discrimination, and/or retaliation. Supportive measures may include, but are not limited to, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, security escorts, mutual restrictions on contact between the parties, changes in work location, leaves of absence, increased security and monitoring of certain areas, counseling referrals and other similar measures.

Title IX Coordinator: The official designated by the University to ensure compliance with Title IX and who has the primary responsibility for coordinating Recipient's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy. For the purposes of executing this policy, a designee may be assigned by the Title IX Coordinator.

Prohibited Conduct

Harassment

Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law. The University does not tolerate discriminatory harassment of any employee, student, visitor, or guest and will act to remedy all forms of discriminatory harassment when reported, whether or not the harassment rises to the level of creating a hostile environment. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce any individual covered by this policy.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal harassment includes epithets, slurs, and negative stereotyping, and comments that are offensive or unwelcome regarding any characteristic or status protected by this policy or applicable law.
- Non-verbal harassment includes distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of any characteristic or status protected by this policy or applicable law.
- Physical harassment includes assault, unwanted touching, or blocking normal movement because of an individual's protected status.

A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational access, benefits, or opportunities. This discriminatory effect results from harassing verbal, non-verbal, written, graphic, or physical conduct that is severe or pervasive, and objectively offensive.

When discriminatory harassment rises to the level of creating a hostile environment, the University may impose sanctions through application of the appropriate grievance process below.

The University reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature not based on a protected status, under the applicable Code of Conduct.

Sexual Harassment

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that defines the meaning of "sexual harassment" (including forms of sex-based violence). Under the Final Rule, the University must narrow both the geographic scope of its authority to act under Title IX and the types of "sexual harassment" subject to its Title IX investigation and adjudication process.

Only incidents falling within the Title IX definition of sexual harassment will be subject to the Title IX Formal Grievance Process.

Title IX Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity;
- Sexual assault (as defined in the Clery Act);
- Dating Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Domestic Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Stalking (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act).

All other incidents, including those that meet the following definition of sexual harassment will be subject to the Standard Grievance Process.

Sexual Harassment is unwelcome, sex-based and/or gender-based verbal, non-verbal, written, online and/or physical conduct that satisfies one or more of the following:

- Takes the form of quid pro quo harassment;

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such sexual conduct is made either explicitly or implicitly a term or condition of an individual's work or educational development or performance, or evaluation thereof.

- Creates a hostile environment;

A hostile environment is created when sexual harassment is severe, and/or persistent and/or pervasive and objectively offensive, such that it unreasonably interferes with, denies, or limits the ability to participate in or benefit from the University's education program and activities.

- is retaliatory.

Other Civil Rights Offenses

The following offenses are prohibited forms of discrimination when the act is based upon the Complainant's actual or perceived membership in a protected class.

- Sexual Exploitation, defined as: taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited, and that conduct does not otherwise constitute sexual harassment under this policy.
- Threatening or causing physical harm, extreme verbal, emotional, or psychological abuse, or other conduct which threatens or endangers the health or safety of any person;
- Discrimination, defined as actions that deprive, limit, or deny other members of the community of educational or employment access, benefits, or opportunities;
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;

- Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control, or diminish another person, physically and/or mentally

Retaliation

Retaliation is defined as any materially adverse action taken because of a person's participation in a protected activity. Protected activity includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, or assisting in providing information relevant to an investigation.

The University or any member of the University community is prohibited from taking materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Charges against an individual for Code of Conduct violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator for investigation.

Reporting Harassment, Discrimination and/or Retaliation

Reports of harassment, discrimination, and/or retaliation may be made at any time (including during non-business hours) using any of the following options:

- Directly to the Title IX Coordinator via phone, email, text or in-person;
- Directly to Resolution Services;
- By informing any mandated reporter, such as a faculty member, academic counselor, Campus Security Authority (CSA) or Human Resources Business Partner (HRBP).
- By calling the Ethics & Compliance Helpline at 888-310-9569 or filling out an online form at <http://www.UOPXhelpline.com>.

All University faculty and employees are mandated reporters and expected to report actual or suspected harassment or discrimination of which they become aware and must promptly share all known details of a report made to them in the course of their employment, including the identities of both parties, with the Title IX Coordinator.

All reports are acted upon promptly, and every effort is made by the University to preserve the privacy of reports, meaning information related to an allegation will be shared with a limited number of University employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report.

There is no time limitation on reporting. However, if the Respondent is no longer subject to the University's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be limited or impossible.

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the University community and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether to proceed when the Complainant does not wish to do so, and the Title IX Coordinator may sign a Formal Complaint to initiate a grievance process upon completion of an appropriate violence risk assessment.

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, the University must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community. The University will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information to make safety decisions in light of the potential danger.

Upon receipt of notice or a complaint of an alleged violation of this policy, the Title IX Coordinator engages in an initial assessment to determine jurisdiction and which process applies.

Anonymous Reports

Reports may also be made anonymously, without identification of the Complainant. However, anonymous reports typically limit the University's ability to investigate, respond, and provide remedies, depending on what information is shared. Anonymous reports will be preliminarily investigated to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures can be provided. The University cannot provide supportive measures to an unidentified Complainant.

False Allegations & Information

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be subject to appropriate disciplinary action. Additionally, witnesses and parties providing knowingly false evidence or deliberately misleading an official conducting an investigation will be subject to discipline under the applicable Code of Conduct.

Amnesty

To encourage reporting and participation in the process, the University maintains a policy of offering parties and witnesses amnesty from minor policy violations related to the incident. Amnesty may also be granted to Respondents and witnesses on a case-by-case basis.

Standard Grievance Process for Allegations of Harassment, Discrimination and/or Retaliation

The procedures described below apply to allegations of harassment, discrimination and/or retaliation on the basis of protected class status and Sexual Harassment as defined by this policy.

If a factual nexus exists between the allegation of harassment, discrimination and/or retaliation and the alleged actions, the Title IX Coordinator initiates one of two responses:

- **Informal Resolution** - typically used for less serious offenses and only when all parties agree, or when the Respondent is willing to accept responsibility for violating policy. This can also include a remedies-only response.
- **Administrative Resolution** - investigation of policy violation(s) and recommended finding, subject to a determination by the Title IX Coordinator and the opportunity to appeal to an Appeal Panel.

Resolution proceedings are private. All persons are expected to maintain the privacy of the proceedings in accordance with University policy.

The investigation and subsequent Administrative Resolution determine whether this policy has been violated.

At any point during the initial assessment or investigation, if the Title IX Coordinator determines that reasonable cause does not support the conclusion that policy has been violated, the process will end, and the parties will be notified.

Informal Resolution

Informal Resolution is applicable when the parties voluntarily agree to resolve the matter or when the Respondent accepts responsibility for violating this policy or when the Title IX Coordinator can resolve the matter informally by providing remedies to resolve the situation.

It is not necessary to pursue Informal Resolution first in order to pursue Administrative Resolution, and any party participating in Informal Resolution can stop the process at any time and request the Administrative Resolution process.

Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent accepts responsibility, the Title IX Coordinator makes a determination that the individual is in violation of this policy and then determines appropriate sanction(s) or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the conduct, both on the Complainant and the University community.

If the Respondent accepts responsibility for all of the alleged policy violations and the Title IX Coordinator has determined appropriate sanction(s) or responsive actions, which are promptly implemented, the process is over. The Complainant will be informed of this outcome. If Respondent accepts responsibility for some of the alleged policy violations, the remaining allegations will continue to be investigated and resolved.

Administrative Resolution

Administrative Resolution can be pursued for any behavior for which the Respondent has not accepted responsibility that constitutes conduct covered by this policy.

Administrative Resolution starts with a thorough, reliable, and impartial investigation. If Administrative Resolution is initiated, the Title IX Coordinator will promptly provide written notification of the investigation to the parties. Notification will include a meaningful summary of the allegations and the policies allegedly violated.

Investigation

The Title IX Coordinator assigns an Investigator(s) free from bias and conflicts of interest who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

The University aims to complete all investigations within a sixty (60) day period, which can be extended as necessary for appropriate cause by the Title IX Coordinator, with notice to the parties as appropriate.

Investigations involve interviews with all relevant parties and witnesses, obtaining available, relevant evidence, and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence, and to fully review and respond to evidence.

Any evidence that is relevant and credible may be considered, including an individual's prior misconduct history as well as evidence indicating a pattern of misconduct. The process should exclude irrelevant or immaterial evidence and may disregard or provide little weight to evidence lacking in credibility or that is improperly prejudicial.

The Investigator(s) will provide an investigation report summarizing the investigation and evidence and provide parties with a copy of the draft investigation report when it is completed, including relevant evidence, analysis, credibility assessments, and recommended finding(s). Each party has a full and fair opportunity to respond to the report in writing within ten (10) days of receipt.

The Investigator(s) will incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, and make any necessary revisions.

The Investigator(s) will share the report with the Title IX Coordinator for review and feedback and then provide a final report to the Title IX Coordinator. The report will include recommended finding(s) based on a preponderance of the evidence.

Determination

Within a reasonable time of receiving the Investigator's recommendation, the Title IX Coordinator reviews the report and all responses, and then makes the final determination on the basis of the preponderance of the evidence.

The recommendation of the investigation should be strongly considered but is not binding on the Title IX Coordinator. The Title IX Coordinator may invite and consider impact statements from the parties if and when determining appropriate sanction(s), if any.

If the Respondent admits to the violation(s), or is found in violation, the Title IX Coordinator, in consultation with other administrators as appropriate, determines sanction(s) and/or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the discriminatory conduct, both on the Complainant and the University community.

Notice of Outcome

The Title IX Coordinator will timely provide the parties with a written Notice of Outcome to include findings, any sanction(s), and a detailed rationale, delivered simultaneously to the parties.

Unless based on an acceptance of violation by the Respondent, the determination may be appealed by either party.

The Notification of Outcome also includes the grounds on which the parties may appeal and the steps the parties may take to request an appeal of the findings.

Sanctions

Factors considered when determining a sanction may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation

- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Title IX Coordinator

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions/responsive actions.
- **Suspension:** Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- **Expulsion:** Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- **Withholding Diploma:** The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- **Revocation of Degree:** The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- **Other Actions:** In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

Range of Sanctions - Faculty

The following sanctions may be imposed upon faculty singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- Implementation of a remediation plan as appropriate
- Removal from assigned course(s)
- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- **Other Actions:** In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the Title IX Coordinator. Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

All requests for appeal must be submitted in writing to the Title IX Coordinator within ten (10) business days of the delivery of the Notice of Outcome. Either party may appeal, but appeals are limited to the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures.)
- To consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanction(s) are disproportionate to the violation and the cumulative record of the Respondent.

When any party requests an appeal, the Title IX Coordinator will share the appeal request with the other party or other appropriate persons such as the Investigator(s), who may file a response within three (3) business days.

A three-member Appeals Panel will be designated by the Title IX Coordinator from those who have not been involved in the process previously and include a manager, director, and College Dean or Vice President. The Appeals Panel will review the appeal request(s) and if grounds are not sufficient for an appeal, or the appeal is not timely, the Appeals Panel dismisses the appeal.

If the Appeals Panel finds that at least one of the grounds is met by at least one party, additional principles governing the review of appeals include the following:

- Decisions are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s) only if there is compelling justification to do so.
- Appeals are not intended to be full re-hearings (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation and pertinent documentation regarding the grounds for appeal.
- An appeal is not an opportunity for the Appeals Panel to substitute their judgment for that of the original Investigator(s) or Title IX Coordinator merely because they disagree with the finding and/or sanction(s).
- Appeals granted based on new evidence should normally be remanded to the Investigator(s) for reconsideration.
- Sanctions imposed as the result of Administrative Resolution are implemented immediately unless the Title IX Coordinator stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
- All parties will be informed in writing within three (3) business days of the outcome of the appeal.
- Once an appeal is decided, the outcome is final; further appeals are not permitted, even if a decision or sanction is changed on remand.
- In rare cases when a procedural error cannot be cured by the original Investigator(s) and/or Title IX Coordinator (as in cases of substantiated bias), the Appeals Panel may recommend a new investigation and/or Administrative Resolution process.
- In cases in which the appeal results in Respondent's reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Grievance Process for Allegations of Title IX Sexual Harassment

Response to Allegations

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the Title IX Coordinator will promptly contact the Complainant to:

- discuss the availability of supportive measures and consider the Complainant's wishes with respect to supportive measures;
- inform the Complainant of the availability of supportive measures with or without filing a Formal Complaint; and
- explain the process of filing a Formal Complaint.

If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation. The Title IX Formal Grievance Process is not initiated, though the Complainant can elect to initiate it at a later time.

If the Title IX Formal Grievance Process is preferred, the Title IX Coordinator determines if the alleged misconduct falls within the scope of Title IX.

- If it does, the Title IX Coordinator will initiate the appropriate process.
- If it does not, the Title IX Coordinator assesses which policies and/or procedures may apply and refers the matter accordingly. Dismissing a complaint under Title IX is just procedural and does not limit the University's authority to address a complaint through another applicable process.

Emergency Removal

Respondents may be removed from the University's education program or activity on an emergency basis. The University will undertake an individualized safety and risk analysis to determine if there is an immediate threat to the physical health or safety of any student or other individual arising from the allegations that justifies removal. The Respondent will be provided with notice of Emergency Removal and the opportunity to challenge the decision immediately following the removal.

Dismissal (Mandatory and Discretionary)

The University must dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- The conduct alleged in the Formal Complaint would not constitute Title IX Sexual Harassment as defined in this policy, even if proved; and/or
- The conduct did not occur in an educational program or activity controlled by the University and/or the University does not have control over the Respondent; and/or
- The conduct did not occur against a person in the United States; and/or
- At the time of filing a Formal Complaint, a Complainant is not participating in or attempting to participate in the University's education program or activity.

The University may dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein; or
- The Respondent is no longer enrolled in or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties. A dismissal decision is appealable by any party under the procedures for appeal below.

Resolution Processes

The processes described below apply only to allegations of Title IX Sexual Harassment involving students, employees, or faculty members that meet the Title IX Sexual Harassment definition in this policy.

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the University will initiate at least one of three responses:

- Offer supportive measures because the Complainant does not want to proceed formally; and/or
- Facilitate an Informal Resolution; and/or
- Initiate the Title IX Formal Grievance Process including an investigation and a live hearing.

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with University policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose.

The University will make a good faith effort to complete the resolution process within a sixty (60)-to-ninety (90) business day time period, including appeal, which may be extended as necessary for appropriate cause at the sole discretion of the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

Any individual materially involved in the administration of the resolution process, including the Title IX Coordinator, Investigator(s), and Decision-maker(s) may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another individual will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the University's Ethics & Compliance Department via email at office.complianceuopx@phoenix.edu or the Ethics Helpline at www.uopxhelpline.com.

Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings and interviews within the resolution process, if they so choose. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The Advisor is not an advocate and does not represent the parties in the process.

The Advisor is entitled to inspect and review evidence prior to completion of the Investigative Report, receive a copy of the final Investigative Report, and is permitted to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.

The parties are not permitted to directly cross-examine each other or any witnesses during the hearing. Cross-examination must be conducted by the parties' Advisors. Restrictions regarding the extent to which an Advisor may participate in the Formal Grievance process are further outlined in the Hearing Procedures section of this policy.

The University cannot guarantee equal advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, the University is not obligated to provide an attorney. The Title IX Coordinator will offer to assign a trained Advisor for any party if the party so chooses.

The University is obligated to investigate and adjudicate in a prompt timeframe under Title IX and may refuse to grant extension requests to accommodate the schedule of an Advisor. The determination of what is reasonable shall be made by the Title IX Coordinator.

Informal Resolution

Parties are not required to participate in an Informal Resolution process and Informal Resolution may only be used if a Formal Complaint is filed. Any party participating in Informal Resolution can stop the process at any time and begin or resume the Title IX Formal Grievance Process.

Informal Resolution may be used with the voluntary, written consent of both parties:

- When the Respondent accepts responsibility for violating policy and wants to accept a sanction and end the resolution process; or
- When the Title IX Coordinator can resolve the matter by providing supportive measures to remedy the situation.

Prior to implementing Informal Resolution, both parties will be provided with written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and the University are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator accepts the Respondent's admission of responsibility and implements agreed-upon sanctions and or remedies, in coordination with other appropriate administrator(s), as necessary. The result is not subject to appeal once all parties indicate their written assent to all agreed upon terms of resolution.

Informal Resolution is not available to resolve allegations that an employee sexually harassed a student.

Formal Grievance Process

The Formal Grievance Process includes an objective evaluation of all relevant evidence obtained, including both inculpatory and exculpatory evidence. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

Relevant evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true and do not include the following types of evidence and questions, which are deemed irrelevant at all stages of the Formal Grievance Process:

- Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege.
- Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

There is a presumption that the Respondent is not responsible for alleged misconduct unless and until a determination of responsibility is made at the conclusion of the Formal Grievance Process. The standard of proof used to determine responsibility is preponderance of the evidence.

Notice of Allegations

The Title IX Coordinator will provide a Notice of Allegations to both parties as soon as practicable after receiving a Formal Complaint.

The Notice of Allegations will include:

- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- A description of the applicable procedures,
- A statement that the University presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period, and
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.

The institution will provide sufficient time for the parties to review the Notice of Allegations before any initial interview.

Investigations

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

Through the investigation process, all parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence and expert witnesses, and to review and respond to all evidence on the record.

The Title IX Coordinator appoints an Investigator who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation. Investigator(s) will complete the following steps (not necessarily in this order):

- Provide each interviewed party and witness an opportunity to verify the Investigator's summary of the relevant evidence/testimony from their respective interviews and meetings.
- Allow each party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other party and witnesses.
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) with a list of witnesses whose information will be used to render a finding.

- Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) a copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the Recipient does not intend to rely in reaching a determination, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence.
 - The Investigator(s) may elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses.
- Incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report.
- Share the report with the Title IX Coordinator for their review and feedback.
- Incorporate any relevant feedback, and share the final report and a file of any directly related evidence that was not included in the report with all parties and their Advisors at least ten (10) business days prior to a hearing.

Once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing and select an appropriate Decision-maker. The Title IX Coordinator may not serve as a Decision-maker but may serve as an administrative facilitator of the hearing if their previous role in the matter does not create a conflict of interest.

Hearings

No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the parties. The hearing body will consist of a single Decision-maker.

The Title IX Coordinator will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing.

If any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision-maker. No inference may be drawn about responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

The parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the University will appoint one. Each party must have an Advisor present. There are no exceptions.

Any evidence that the Decision-maker determine(s) is relevant and credible may be considered. The Decision-maker does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. At the hearing, the Decision-maker has the authority to hear and make determinations on all allegations of discrimination, harassment, and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within this policy.

Hearing Procedures

The Decision-maker will answer all questions of procedure.

The Decision-maker will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker and the parties and will then be excused.

The Investigator(s) will present a summary of the final investigation report and will be subject to questioning by the Decision-maker and the parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker may ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Decision-maker will direct that it be disregarded.

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Decision-maker. The parties/witnesses will submit to questioning by the Decision-maker and then by the parties through their Advisors ("cross-examination").

All cross-examination questions are subject to a relevance determination by the Decision-maker. The Advisor will pose the proposed question, allow the Decision-maker to consider it, and the Decision-maker will determine whether the question will be permitted, disallowed, or rephrased. Only questions that are permitted may be answered.

If a party's Advisor refuses to comply with the Recipient's established rules of decorum for the hearing, the University may require the party to use a different Advisor. If a University-provided Advisor refuses to comply with the rules of decorum, the University may provide that party with a different Advisor to conduct cross-examination on behalf of that party.

The Decision-maker will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Decision-maker has final say on all questions and determinations of relevance, subject to any appeal. The Decision-maker will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If a party or witness chooses not to submit to cross-examination at the hearing, either because they do not attend the meeting, or they attend but refuse to participate in questioning, then the Decision-maker may not rely on any prior statement made by that party or witness at the hearing (including those contained in the investigation report) in the ultimate determination of responsibility. The Decision-maker must disregard that statement. Evidence provided that is something other than a statement by the party or witness may be considered.

Hearings (but not deliberations) are recorded for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted. The recording of the hearing will not be provided to parties or advisors.

The Decision-maker will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question using the preponderance of the evidence standard.

If the Respondent is found responsible, the Decision-maker will review any pertinent conduct history provided and will determine the appropriate sanction(s) in consultation with other appropriate administrators, as required.

The Decision-maker will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions.

This report must be submitted to the Title IX Coordinator within three (3) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will prepare a Notice of Outcome within five (5) business days of receiving the Decision-maker's deliberation statement, which will be shared with the parties simultaneously.

The Notice of Outcome will identify the specific policy reported to have been violated, including the relevant policy section, and will contain a description of the procedural steps taken by the University from the receipt of the misconduct report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, methods used to obtain evidence, and hearings held.

The Notice of Outcome will also specify the finding on each alleged policy violation; the findings of fact that support the determination; conclusions regarding the application of the relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation to the extent the University is permitted to share such information under state or federal law; any sanctions issued

which the University is permitted to share according to state or federal law; and any remedies provided to the Complainant designed to ensure access to the University's educational or employment program or activity, to the extent the University is permitted to share such information under state or federal law. The Notice of Outcome will also include information on the relevant procedures and bases for any available appeal.

Sanctions

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered after a finding or admission of responsibility.

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Decision-maker

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions.
- **Suspension:** Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- **Expulsion:** Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- **Withholding Diploma:** The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- **Revocation of Degree:** The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- **Other Actions:** In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Part-Time Faculty

The following sanctions may be imposed upon part-time faculty singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- **Implementation of a remediation plan** as appropriate
- **Removal from assigned course(s)**

- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Employees (including Full-Time Faculty)

The following sanctions may be imposed upon employees singly or in combination:

- Warning - Verbal or Written
- Performance Improvement/Management Process
- Required Training or Education
- Loss of Oversight or Supervisory Responsibility
- Demotion
- Suspension with pay
- Suspension without pay
- Termination
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the final Decision-maker. Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

Either party may file a Request for Appeal, but it must be submitted in writing to the Title IX Coordinator within ten (10) days of the delivery of the Notice of Outcome.

A three-member Appeal Panel comprised of a manager, director, and College Dean or Vice President will be designated by the Title IX Coordinator, one of whom will serve as the Appeal Chair. No appeal panelists will have been involved in the process previously. The Request for Appeal will be forwarded to the Appeal Chair for consideration to determine if the request meets the grounds for appeal. This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

Appeals are limited to the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, Investigator(s), or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

If any of the grounds in the Request for Appeal do not meet the grounds, the request will be denied by the Chair and the parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds, then the Appeal Chair will notify the parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker.

The parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s) will be provided a copy of the request with the approved grounds and then be given ten (10) business days to submit a response to the portion of the appeal that was approved and involves them.

The Chair will collect any additional information needed and all documentation regarding the approved grounds. The Appeal Panel will render a decision in no more than three (3) business days, barring exigent circumstances. All decisions are by majority vote and apply the preponderance of the evidence standard.

A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the University is permitted to share under state or federal law.

Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. The University may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal if the original sanctions included suspension or expulsion.

Appeal Considerations

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- An appeal is not an opportunity for the Appeal Panel to substitute their judgment for that of the original Decision-maker merely because they disagree with the finding and/or sanction(s).
- The Appeal Panel may consult with the Title IX Coordinator on questions of procedure or rationale, for clarification, if needed.
- Appeals granted based on new evidence should normally be remanded to the original Investigator(s) and/or Decision-maker for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new hearing).
- In rare cases where a procedural error cannot be cured by the original Decision-maker (as in cases of bias), the appeal may order a new hearing with a new Decision-maker.
- The results of a remand to a Decision-maker cannot be appealed.

In cases in which the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Extended Time and In Progress Extension (IX) Accommodations

In accordance with Section 504 of the Rehabilitation Act (Section 504) of 1973 and the Americans with Disabilities Act (ADA) of 1990 and as amended in 2008, the University of Phoenix (UOPX) offers qualified students with disabilities reasonable accommodations upon request. These accommodations are determined by the Accessibility and Disability Services Office (ADS) following a consultative, deliberative process between the student and their assigned disability services advisor (DSA).

Students with approved extended time for assignments are provided with reasonable additional time to complete their work, both for timed and untimed assignments. Students are encouraged to submit their work throughout the course to take advantage of formative feedback and assessment from the faculty to improve performance on future course assignments.

- The time allotted will be specified on the student's accommodation agreement, and in the notification that will be sent to faculty at the start of the course or upon approval of a student's accommodation, if accommodations are requested after the course has begun.
- Extended time for timed assignments will amount to either time and a half (1.5x) or double (2x) the time allowed for students to complete the assessment or assignment.
- Students with an approved ADA accommodation for extended time for individual assignments will be allotted four additional days per week to submit their work without penalty, including the final week of the course. The granting of extended time accommodations allows students to submit all work for the course up to 11:59 pm Arizona time on the fourth day after the end of the course.
- Extended time for assignments does not apply to discussion and learning team assignments. These assignments are collaborative in nature and are typically time dependent. Students who have concerns about the impact of their disability on discussion and learning team assignments should discuss these concerns with their DSA.

A student who needs additional time to complete course work may request an In Progress Extension (IX). An IX must be requested by 11:59 pm Arizona time through the fourth day after the course has ended. The student will request the IX from their assigned DSA and will receive five additional weeks to complete the course. The DSA will communicate the new deadline date to both the student and the faculty.

If a student requires additional time beyond the approved IX, the student may submit a request to the Disability Services Manager (DSM) with documentation of the disability-related need for additional time. The DSM will communicate a decision regarding the request to the student and the assigned DSA, who will inform the faculty. Students who disagree with the determination made by the DSM can file a grievance in accordance with the grievance policy.

Accessibility and Disability Services Office Contact Information

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

4035 S. Riverpoint Parkway
Phoenix, AZ 85040

Phone: 602.557.1157
Fax: 602.333.0737

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

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

Acceptable Computer Use for Faculty and Students

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

- Computing and communication resources include all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and for accessing and obtaining the University's services.

By using University computing and communication resources, all users, including students and faculty, assume personal responsibility for appropriate use, and agree to comply with this policy and all other applicable University policies, including, but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable local, state, and federal laws and regulations. Any user using the University's computing and communication resources in violation of these policy requirements, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and laws. In addition, all activity and information, including personal activity and information on University systems, may be monitored and recorded. Any individual accessing University computing and communication resources consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, members of the University of Phoenix Information Security (or other personnel designated by information security) will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:

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

Intellectual Property

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

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

Privacy & Security

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

Monitoring

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

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

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

Restriction of Access to Computing and Communication Resources

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

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

Conditions for Permitting Inspection, Monitoring, or Disclosure

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

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

Confidentiality

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

Responsibility to Inform User of Unauthorized Access or Disclosure

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

Reporting Violations and Enforcement

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

Resolution Services - Conduct Resolutions

4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602-557-5566

Email: ConductResolutions@phoenix.edu

University of Phoenix Information Security

4035 South Riverpoint Parkway
Phoenix, AZ 85040
FAX: (602) 557-6606

e-mail: infosecurity@phoenix.edu

Response to a Reported Violation

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

A person accused of a violation will be notified of the charge and have an opportunity to respond before a determination is made whether a violation occurred and what sanction(s), if any, are warranted. Cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) and/or to appropriate law enforcement authorities.

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

The University may temporarily suspend any account, whether the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources or the University itself. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of information security personnel.

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

Violation Examples

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

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

Pregnant and Parenting Students

Any member of the University of Phoenix (UOPX) community may report a violation of this policy to any supervisor, manager, or to the Title IX Coordinator. The Title IX Coordinator is responsible for overseeing complaints of discrimination involving pregnant and parenting students.

The Title IX Coordinator for University of Phoenix is:

Bridget Beville, JD
TitleIX@phoenix.edu
602.557.1823

Overview:

Under the U.S. Department of Education's (ED) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the ED, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

This generally means that pregnant students will be given an opportunity to make up missed work wherever possible. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests, participation, team assignments, and presentations), and incomplete grades that can be completed at a later date should all be employed.

Definitions:

Title IX Accommodation: Changes in the academic environment or typical operations that enable pregnant students or students with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of the University.

Title IX Extension: An up to five-week period after class ends that students can use to submit late work without penalty.

Pregnancy and Pregnancy-Related Conditions: Include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from these conditions.

Pregnant Student/Birth Parent: refers to the student who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

Supporting Documentation: Documentation from the student's physician or other qualified medical professional that includes the student's name, evidence of the pregnancy or pregnancy-related condition and the dates on which they occurred. Examples include, but are not limited to, hospital discharge paperwork, a signed letter from the doctor, medical appointment paperwork, ultrasound picture, temporary birth certificate.

Reasonable Title IX Accommodations for Students Affected by Pregnancy, Childbirth, or Related Conditions

- Faculty and staff will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.
- Students with pregnancy-related conditions are entitled to reasonable Title IX accommodations so that they will not be disadvantaged in their course of study and may seek assistance from the Title IX Office.
- Reasonable Title IX accommodations include, but are not limited to:
 - Extending deadlines and/or allowing the student to make up tests or assignments (including participation and team assignments) missed for pregnancy-related absences;
 - Excusing medically necessary absences (which must be granted irrespective of classroom attendance requirements.) Medically necessary absences require supporting documentation.
 - Students immediately receive in-class accommodations upon disclosure of a pregnancy or pregnancy-related condition. Any additional time granted after the course ends must be approved.

Title IX and ADA Accommodations

Occasionally students are entitled to both Title IX accommodations and reasonable accommodations on the basis of disability due to pregnancy complications and/or a co-existing permanent diagnosis. In these instances, the student will receive the benefit of both policies as appropriate. The Title IX and Disability Services Offices work together to ensure students are accommodated and faculty receive necessary guidance and support.

Faculty Responsibilities Upon Disclosure of a Pregnancy or Pregnancy-Related Conditions

Upon disclosure of a pregnancy or pregnancy-related condition, faculty must refer the student to the Title IX office and:

- Inform the student they are entitled to in-class accommodations.
 - It is not necessary to collect any supporting documentation from the student or wait for approval while the course is in progress. Reasonable Title IX accommodations apply upon disclosure and for the entire course.
 - In-class accommodations are retroactive. If the student discloses the last week of class, they can make up late work for the entire class. If late penalties have already been deducted for any assignment, those points must be returned.
 - Students may not re-submit work already completed for a better grade. They may only receive extensions on due dates for assignments that have not been submitted.
- Allow the student to submit late work without penalty for all assignments.
- Allow the student the opportunity to make up participation points and learning team assignments. Alternate assignments with equal point values are acceptable.
- Work with the student directly to develop a modified schedule for submitting work.

Students are allowed to submit outstanding course work up to four (4) days after the course end date. If all outstanding work is received by the four-day deadline, faculty must grade the work and post a final grade for the course.

In-Progress Extension (IX)

If a student needs additional time beyond the four-day extension to submit work, they may request an in-progress extension (IX) under Title IX. In-progress extensions are a specific type of incomplete grade and students and faculty are required to follow this policy in order to process an IX grade under Title IX.

Students may receive an additional five weeks to complete coursework if an IX grade is approved. If the IX is not approved, the student's current grade stands.

The Title IX Office determines whether supporting documentation is sufficient to approve an IX. Once supporting documentation is reviewed and deemed satisfactory, the Title IX Office will work with classroom operations to process the IX and notify the faculty to post the IX grade with the 5-week extension deadline date. Students are required to complete all work by that date and notify faculty when coursework has been submitted.

Modified Academic Responsibilities for Parenting Students

- Students with child caretaking/parenting responsibilities because of the birth of a child may request a Title IX accommodation period during the first six weeks from the time the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
 - Students whose spouse or partner gives birth may receive accommodations for up to six weeks after the birth of the child. Proof of birth is required for accommodations to be approved.
- During the modification period, the student's academic requirements will be adjusted, and deadlines postponed as appropriate, in collaboration among the Title IX Office, the student's academic counselor and course faculty.
- Students should work directly with course faculty to submit late work and must communicate to faculty when that work has been completed and ready to be graded.
- If for any reason students are not able to work with their course faculty to obtain appropriate modifications, students should notify the Title IX Office as soon as possible so they can help facilitate needed modifications.

Retaliation and Harassment

- University faculty and staff are prohibited from interfering with students' rights to take leave, seek Title IX accommodation, or otherwise exercise their rights under this policy.
- University faculty and staff are prohibited from retaliating against students for exercising their rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because students request leave or modification, file a complaint, or otherwise exercise their rights under this policy.
- Faculty who do not follow this policy and provide reasonable Title IX accommodation once a student discloses pregnancy or a pregnancy-related condition may be in violation of the Faculty Code of Conduct and disciplined accordingly.

Financial Aid Implications

Students receiving an accommodation pursuant to this policy must still maintain Satisfactory Academic Progress (SAP) and are responsible for repayment of financial aid funds received. Students should contact their Finance Advisor with any questions related to financial aid funds.

STUDENT CODE OF CONDUCT

A. Purpose

1. Students are accountable for their actions and are expected to conduct themselves ethically, honestly, and with integrity as responsible members of University of Phoenix (UOPX) community. This requires the demonstration of mutual respect and civility in all University-related activities and interactions. The Student Code of Conduct applies to all interactions whether conducted in-person, telephonically, via text, chat, email, social media, or through any other electronic platform, including any University learning management system.

2. As an internal administrative process, students are entitled to a fair and impartial review of any reported issue(s). Finding a student in violation of University policy and subject to sanctions must be supported by a preponderance of the evidence, meaning it is more likely than not that a violation occurred. When a student is unable to conform their behavior to these expectations as demonstrated by egregious or repeated violations, the student conduct process may determine that the student should no longer share in the privileges of participating in the educational community.

3. Assigned sanctions will take into consideration the context and seriousness of the violation. Sanctions are intended to provide students the opportunity to reflect on their choices, develop ethical decision-making, and bring their behavior into conformance with community expectations. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

B. Jurisdiction

Generally, University jurisdiction shall be limited to conduct that occurs on University property and/or at University-related events, online, or that adversely affects the University community and/or the pursuit of its objectives. The Director of Student Conduct, in consultation with the Vice President of Resolution Services, may also apply this policy to off-campus conduct and to actions online when the off-campus conduct, or online action affects a substantial University interest. The University has continuing jurisdiction over students who withdraw from the University while conduct proceedings regarding that student are still active or pending.

C. Definitions

Student: Any person currently admitted or registered or who participates in a University function, such as orientation, in anticipation of enrollment, or those individuals who were students at the time of an alleged violation as well as individuals on University premises or using any University system for any purpose related to admission or enrollment. Persons who are not officially enrolled but who have a continuing relationship as a student with the University are considered "students."

Intellectual Property: Property (such as an idea, invention, or process) that derives from the work of the mind or intellect.

Course Materials: Syllabus, discussion questions, worksheets, lectures or any other written or recorded material produced by the University or faculty.

Preponderance of Evidence: The standard or proof used to determine whether a student is responsible for a violation of the Code of Conduct.

Suspension: Suspension is separation of the student from the University for a specified period, after which the student is eligible to return. During suspension students are not allowed to attend any University class, University facility or University event. During the period of suspension, there is a hold on the student's University records which may prevent the student from obtaining transcripts, verifications, or a degree from the University.

Expulsion: Expulsion is permanent separation from the University and the termination of the student's status as a UOPX Student, and exclusion from all premises, privileges, and activities without the possibility of readmission.

Rescission of a Conferred Degree: Canceling and revoking a degree previously awarded by the University.

University Community: All individuals who have a relationship with or to the University (or had at the time of the incident), including but not limited to students, employees, faculty, contractors, consultants, suppliers, or other entities engaged by the University to provide services or goods when on University property or while acting in a capacity defined by their relationship to the University.

D. Prohibited Conduct

1. Academic Misconduct. The University requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept responsibility to ensure submission of academic work does not constitute academic misconduct as defined below.

Expectations of Students: It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions.

a. Plagiarism: The intentional or unintentional use of another's work, in whole or in part, without acknowledging the source and presenting that material as one's own academic work. This includes, but is not limited to:

- i. Reproduction and submission of another person's work, whether published or unpublished. This also includes using materials from third parties that sell or provide free of charge academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials.
- ii. Using another's ideas, written words, or intellectual property without properly acknowledging the source:

1. Quoting a source word-for-word without providing quotation marks and citations.
2. Submitting work that is substantially identical to another source in content and/or organization without appropriately citing the source.
3. Using other intellectual property in a work without appropriate citations, permissions, or rights (when applicable). Intellectual property includes but is not limited to images, presentations, videos, software programs, computer code, charts, figures, illustrations, and artistic or musical composition.

b. Cheating: Any attempt by a student to gain an unfair academic advantage by means other than their own knowledge. This includes, but is not limited to:

- i. Assisting another student to plagiarize, copy, or observe one's own work. This includes submission of work to third parties that sell or provide free of charge academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials.
- ii. Using the textbook, manuals, electronic devices, or other materials in a manner not authorized by faculty or the University.
- iii. Allowing another person, whether free of charge or for hire, to complete work on one's behalf, including any classroom post, assignment, quiz, test, exam, or similar evaluation, or doing the same in place of another person.
- iv. Providing or requesting assistance from another person in a manner not authorized in writing by faculty.

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

d. Self-plagiarism, Double-Dipping, or Dovetailing: Submitting one's own academic work that is identical or substantially similar to one's own work previously submitted, unless specifically authorized by the course faculty or course curriculum.

e. Sale or Distribution of Course Materials: Delivering, uploading or distributing copyrighted course materials without the express permission of the copyright holder.

2. Behavioral Misconduct: The University requires that students adhere to the behavioral standards necessary to maintain a positive and productive learning environment. The following examples of prohibited misconduct are not exclusive or all-inclusive but are intended to provide examples of the types of behavior that may result in disciplinary action under the Student Code of Conduct.

- a. Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings or other University activities.
- b. Unprofessional conduct including threatening, bullying or verbal abuse of any member of the University community by any means (e.g., conduct, speech, written notes, learning management system [i.e., Blackboard] electronic mail, messaging, text, chat, etc.). This includes, but is not limited to, the use of threats, profanity, and demeaning or intimidating comments.
- c. Inflicting harm upon or reckless disregard for the health or safety of any person or taking any action for the purpose of inflicting harm upon any person.
- d. Engaging in discrimination or harassment as defined by the University's Equal Opportunity, Harassment and Non-Discrimination Policy.
- e. Retaliation, including but not limited to intimidation, threat, coercion, or any other type of discrimination or harassment because of an individual's complaint, report, or participation in a protected activity.
- f. Misuse of Access: Providing another person access to password or privacy protected University information, including but not limited to:
 - i. Sharing or providing logins or passwords allowing another access to student systems and information.

- ii. Sharing or providing verification information allowing another to pose as the student

- iii. Allowing or having unauthorized possession, duplication, sharing or use of means of access to any University building or property.

- g. Failure to comply with reasonable lawful requests or directives of University officials or agents, including security officers, acting in the good faith performance of their duties or interference with faculty or staff acting in the performance of their official duties.

- h. Carrying of weapons on University property or at University-sanctioned events, including firearms and any other item designed or used for inflicting bodily harm or physical damage. (This policy is not applicable to students who are law enforcement officers required, by law, to carry firearms at all times).

- i. Using, dealing in, or being under the influence of alcohol, illegal drugs, or other substances prohibited by local, state, or federal law (including cannabis) or use or possession of drug paraphernalia while occupying University property, at University-sanctioned events, or when meeting with campus personnel.

- j. Use of any tobacco or nicotine product, including electronic cigarettes or vaporizers while occupying University property, at University-sanctioned events, or when meeting with University staff or faculty.

- k. Acts of Dishonesty including but not limited to,

- i. Providing false or misleading information to any University official, faculty member or office.

- ii. Forgery, alteration, or misuse of any University document, record, or instrument of identification.

- iii. Aiding, abetting, or procuring another person to violate a University policy.

- l. Identity Theft

- i. Possessing or using another person's name, address, Social Security Number (SSN), bank or credit card account number, or other identifying information without that person's knowledge and consent.

- ii. Filing a false claim of identity theft with the University.

- m. Theft, unauthorized use or unauthorized possession of University property or services or property belonging to any member of the University community.

- n. Failure to use the University's computing and communication resources for approved educational purposes consistent with University policies and procedures.

- o. Any action that causes damage or which would tend to cause damage to University property or property of a member of the University community or other personal or public property.

- i. Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University property.

- p. Improper on Camera Behavior

- i. Failure to appear on camera dressed as if present in a physical classroom or office setting.

- ii. Failure to maintain an area free from disruption and/or distractions visible during camera communication.

- iii. Failure to behave, whether intentionally or unintentionally, in a professional manner.

- q. Making, sharing, or otherwise distributing any audio, video, photographic, or digital recording or image, which was taken without a person's prior knowledge or consent when the person being recorded would have a reasonable expectation of privacy, or where the recording is reasonably likely to cause injury or distress.
- r. Violation of published University policies, procedures, or standards.
- s. Inciting, aiding, or encouraging others to engage in a behavior which violates this Code.
- t. Committing or attempting to commit any act which would be a violation of federal, state, or local laws or regulations when such behavior is detrimental to the University community's interest.

E. Procedure for Processing Alleged Violations of the Student Code of Conduct

1. Investigation: Alleged violations will be investigated in a prompt, thorough, and impartial manner. Conduct Resolutions acts as the fact-finder and will explore information relevant to the allegation. Investigations involve obtaining available, relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses.

- a. During an investigation a student may be removed from class, campus-sanctioned events, or other University functions.
- b. A hold may be placed on the student's records at any point in the disciplinary process pending the resolution of all outstanding matters or to assure compliance with sanctions. This includes but is not limited to placing holds on future scheduling, degree conferral, receiving transcripts, or program updates.
- c. In exceptional circumstances, where the continued presence or participation of a student would present a serious threat to any other person or the University, it may be determined that an immediate suspension is warranted. A student who is immediately suspended will be withdrawn from any current course and may not attend any University class or event pending final resolution of the matter.

2. Notification: Following an investigation, if it is more likely than not that a violation has occurred, the student will be notified in writing of one of the following:

- a. Warning. A warning letter is notice to the student that a violation of the University Student Code of Conduct has occurred, and that continued or repeated violations of specified conduct may be cause for further disciplinary action. This letter is not appealable and no response from the student is requested or required.
- b. Charge. A charge letter is notice to the student that their alleged actions are in violation of the University's Student Code of Conduct and subject to the disciplinary process. These letters request a student response and are appealable.

3. Student Response: The student has ten (10) calendar days from the date of the Charge Letter to submit a written response to the University. The Response should include all relevant information and materials the student wishes the University to consider. The Response is also the student's opportunity to provide exculpatory evidence, and explain any extenuating circumstances relevant to the issue.

- a. If the student does not provide a written Response within ten (10) calendar days, the case will proceed without the student's input.

4. Decision

- a. Conduct Resolutions will apply a preponderance of the evidence standard to determine whether a violation occurred and determine what sanction(s), if any, are warranted.
- b. The decision and sanction(s) will be communicated in writing to the student.
- c. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased because of the alleged crime or offense, University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. Compliance of this disclosure does not constitute a violation of the Family Educational Rights and Privacy Act (FERPA).

5. Sanctions: If a violation is found, sanctions will be appropriate to the violation, taking into consideration the context and seriousness of the violation. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

- a. Students who are suspended or expelled from the University remain responsible for all tuition, fees, and charges associated with their attendance. Students sanctioned with expulsion have the right to appeal.

6. Appeals

- a. Appeals must be requested in writing to the University within ten (10) calendar days from the date on the decision letter. Appeals will only be accepted for review if the student can demonstrate one or more of the following:
 - i. New evidence which was unavailable to the student at the time of the initial response will substantially impact the original finding.
 - ii. University procedures were not followed.

If the student does not demonstrate either (i) or (ii), the appeal will be denied and the original decision is final.

- b. Appeals are heard by a Student Discipline Review Committee (SDRC). The SDRC is facilitated by an impartial administrator and is comprised of three (3) senior University representatives. The decision of the SDRC is final and will be communicated directly to the student.

University of Phoenix Professional Standards for Candidates in the College of Nursing

Candidates in the College of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients, clients, and agencies in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the College of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in the College of Nursing Programs before, during, and after clinical rotations, practicum, and/or preceptorships. The Professional Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of University of Phoenix, College of Nursing.

The College of Nursing adheres to the broader nursing community's ethical standards as well as additional professional standards put forth by the College of Nursing administration.

1. University of Phoenix Student Code of Conduct
Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.
2. American Nurses Association (ANA) Code of Ethics for Nurses
The College of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: <http://www.nursingworld.org/codeofethics>
3. Nurse Practice Act (by state)
Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state's nurse practice act. Candidates can locate this information here: <https://www.ncsbn.org/nurse-practice-act.htm>
4. ANA Principles for Social Networking and the Nurse
ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: <http://www.nursingworld.org/principles>
5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, practicum, and/or preceptorships.
6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.

7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.
8. The candidate refrains from disrupting the programs of the College of Nursing or its affiliates.
9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.
10. The candidate will adhere to College, School, Clinical, and Agency site policies and procedures.
11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct or Professional Standards.
12. Candidates in the College of Nursing will assume responsibility for their own health as well as their own behavior.

a. Transportation: Candidates in the College of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.

b. Personal Electronic Devices: Candidates in the College of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

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

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

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

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

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

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practica, and internships.
7. The candidate values human diversity and shows respect for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or counseling field.
10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of tests.
12. The candidate maintains a pattern of exceeding minimal requirements in courses, field placements, practica, and internships.

University of Phoenix Supplemental Standards for Candidates in College of Education Programs

Candidates in a College of Education program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more clinical experience placements (field placements) and a culminating clinical practice (student teaching practicum) as part of their academic program. As prospective educators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession in addition to the University's Student Code of Conduct.

The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

During the course of their program, including general education courses, candidates are expected to conduct themselves in accordance with the Student Code of Conduct, Professional Dispositions Rubric, and Supplemental Standards criteria. Faculty members will closely monitor a candidate's academic progress through a review of grades and dispositions. Should a student be reported for academic or behavioral issues under the Student Code of Conduct, they may also be referred to the College to undergo a Supplemental Standards review. The College may issue a referral with or without a corresponding Student Code of Conduct warning or charge.

Supplemental Standards

The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements and practicum. The Supplemental Standards address a candidate's affective attributes and disposition to be an educator. A corresponding Professional Dispositions Rubric provides additional guidance.

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

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

University of Phoenix Supplemental Standards for Candidates in Administration and Supervision Programs

Candidates in a College of Education program leading to certification or licensure as school administrators at the University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. As prospective administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in Administration and Supervision Programs ("Administration Supplemental Standards") apply to these degree candidates throughout their academic program and internship. The Supplemental Standards address a candidate's affective attributes and dispositions to be an administrator. A corresponding Administrator Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Administration Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. These supplemental, dispositional standards are adopted from the Administrator Dispositions Index items based on the work of the Council for Chief State School Officers (2003) and the National Association of Secondary School Principals (2001).

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.
2. The administrator candidate values and is committed to life-long learning for self and others.
3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.
4. The administrator candidate is committed to establishing a safe and supportive learning environment.
5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.
6. The administrator candidate is committed to ethical principles in decision-making.
7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.
8. The administrator candidate believes in involving stakeholders in order to work toward common goals.
9. The administrator candidate values and is committed to timely communication to inform the community and public.
10. The administrator candidate recognizes and addresses the feelings, needs, and concerns of others.
11. The administrator candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.
12. The administrator candidate welcomes responses from others and actively works to form partnerships with parents.
13. The administrator candidate believes that risks must be taken to improve schools.
14. The administrator candidate believes and is committed to continual school improvement.
15. The administrator candidate is committed to motivating others to enhance professional and organizational growth.

Policy on Nursing Ethics and Professional Competence

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

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

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

Expectations for conduct and the standards are discussed in the beginning classes for College of Nursing programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University. The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

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

STUDENT GRIEVANCES AND DISPUTE RESOLUTION

The University of Phoenix (UOPX) has established specific processes for students to submit grievances for violations or misapplication of a current policy, procedure, or established practice. Except as otherwise provided, students should first attempt to informally resolve their concerns with the department representative(s) involved or a supervisor as set forth in Step One below. If the issue cannot be resolved through informal means, the student may file a formal grievance in writing with Resolution Services for an impartial evaluation.

Grievances related to academic policies, including but not limited to, Grades, Grade Disputes and Corrections, Academically-Related Appeals, Student Code of Conduct, and Supplemental or Professional Standards, must first adhere to those procedures before filing a formal grievance with Resolution Services.

Issues related to student financial aid eligibility will be addressed as described in the Consumer Information Guide (CIG.) Resolution Services role is to ensure CIG policies are followed.

Grievances relating to financial aid processing and account balances should be reviewed by the appropriate University department representative and supervisor before being submitted to Resolution Services. When such a grievance is received by Resolution Services, an independent review of the student's financial aid file will take place.

Student grievances and appeals not addressed in policy can be submitted in writing to Resolution Services, who will determine the appropriate course of action. Resolution Services will maintain a record of formal grievances.

Any grievance alleging harassment or discrimination will be addressed under the University's Equal Opportunity, Harassment and Nondiscrimination Policy.

This policy is intended to address disputes between a student and the University and create a framework by which a student and the University can resolve disputes. The University strongly recommends using the resources identified in Steps One, Two and Three to resolve disputes. None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

Step One: Internal Resolution

Students should first attempt to resolve any dispute or issue by contacting the following individuals/departments, and using the process set forth in the corresponding section(s) of the Academic Catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the Academic Catalog to gain a more complete understanding of the processes associated with reporting and resolving disputes.

- Allegations of sex discrimination, sexual harassment, or other forms of discrimination: Title IX Coordinator, Resolution Services. See Equal Opportunity Harassment and Nondiscrimination Policy for applicable definitions and procedures.
- Student Code of Conduct Violations: Director of Student Conduct, Resolution Services. See Student Code of Conduct for applicable definitions and procedures.
- General Student Grievances: Director of Student Grievances, Resolution Services.

- Student Grievances relating to financial aid, account balances, or collections: Student Financial Services.
- Academic Policy: Student Appeals Center, Resolution Services.
- Grade Disputes: College Dean or designee. See Grade Dispute Policy

Step Two: Mediation

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

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

Step Three: Binding Arbitration

If a dispute is not resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

- The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association ("AAA"). Except as provided in this Agreement, the arbitration shall be held in accordance with the then current Consumer Arbitration Rules of the AAA ("AAA Rules"). The AAA Rules are available by navigating to the "Rules and Procedures" section of www.adr.org, or by requesting a hard copy from the University Legal Services, currently at 4035 S. Riverpoint Parkway, Phoenix, Arizona 85040.

- In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, and present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.
- Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.
- The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.
- The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties.

A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.

Complaints to the Bureau for Private Postsecondary Education

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Student Loans and Financial Aid

If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If you have received federal student financial aid funds, you are entitled to a refund of moneys not paid from federal student financial aid program funds. Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and

Responsibilities Statement, <http://www.direct.ed.gov/pubs/dlrights.pdf>, attached to the Master Promissory Note (MPN).

Student Address Changes

Students are **required** to immediately notify the University any time they change their current address. Students can provide this notification by updating their current address in the Contact Information section of their profile on the student website (<http://my.phoenix.edu>).

If you are a student enrolled in any of the following programs that prepare for licensure or certification, you will also need to contact your University Advisor if your current address changes to another state or jurisdiction:

Bachelor of Science in Education/Elementary Education (BSED/E)
Bachelor of Science in Education/Early Childhood Education (BSED/ECH)
Bachelor of Science in Liberal Studies (BSLS)
Master of Arts in Education/Elementary Teacher Education (MAED/TED-E)
Master of Arts in Education/Secondary Teacher Education (MAED/TED-S)
Master of Arts in Education/Special Education (MAED/SPE)
Master of Arts in Education/Administration and Supervision (MAED/ADM)
Alternative Pathway/Elementary Education (CERT/AP-E)
Alternative Pathway/Secondary Education (CERT/AP-S)
Alternative Pathway/Special Education (CERT/AP-SE)
Bachelor of Science in Nursing/LPN/LVN to BSN (P/VN/BSN)
Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP)
Master of Science in Nursing/Family Nurse Practitioner (California) (MSN/FNP-CA)
Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM)
Master of Science in Nursing Concentration in Nurse Education (MSN/NED)
Master of Science in Nursing Concentration in Informatics (MSN/INF)
Doctor of Nursing Practice (DNP)
Post Master's Certificate in Nurse Administration (CERT/NAD)
Post Master's Certificate in Nurse Education (CERT/NED)
Post Master's Certificate/Family Nurse Practitioner (FNP)
Bachelor of Science in Nursing (BSN)
Bachelor of Science in Nursing (Competency Based) (BSN-CB)
Bachelor of Science in Social Work (BSSW)
Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH)
Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT)
Master of Science in Counseling School Counseling (MSC/SC)

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ACADEMIC POLICIES

Academic Advisement

All students will have an Academic Counselor to support them in their educational journey from the start of their first class until after graduation. Academic Counselors work with students holistically on needs that exist both inside and outside of the classroom. Academic Counselors collaborate with students on the development of their individualized academic plans, assist with educational milestones, and maintain the commitment to earn a degree. Academic Counselors also educate students regarding the requirements of their academic program, ensure that students have the information they need to make informed decisions about their career goals, and provide coaching to support students in overcoming any obstacles that may arise on their path to graduation.

Additional services available on the student website include transfer credit summaries, official grades, program GPA, the ability to request transcripts, and access to a variety of career resources. All students are notified of their official transfer of credits at the time of official evaluation and may review their official transcript evaluation, which includes evaluation of course waivers for core courses in the student's degree program. Progress toward degree completion can be reviewed at any time on their student website.

Registration

Applicants to the University must enter into the most current program of study available in their state or jurisdiction and modality. Students must sign an Enrollment Agreement for the program of study which they intend to pursue. The student's Enrollment Agreement defines the student's curriculum and program requirements. The executed Enrollment Agreement will be effective for one year from the date signed. A signed Enrollment Agreement must be on file before students are allowed to start class.

A Social Security number (SSN) is required to be recorded on a student's education record if the student has or will receive US Federal Title IV funding, US Federal Veterans Affairs funding, and/or US educational tax credit/T-1098. Students who have not or will not be receiving these types of funding will need to complete the Social Security Number Override Verification form if the student prefers to have the SSN omitted from their education record. Should the University be made aware that US Federal Title IV funding, US Federal Veterans Affairs funding, and/or US educational tax credit/T-1098 has or will be disbursed to a student, the student's SSN will be added to their education record by the Registrar's Office. If this occurs, the student will be notified by the Registrar's Office that the SSN Override has been administratively rescinded.

Official Evaluation

The Office of Admission and Evaluation (or designees) reviews applicants' required admission documents to render an official evaluation decision.

A signed Enrollment Agreement must be on file prior to completing the official evaluation, and must be signed within 90 days of the Admission Application or Program Change Addendum. Upon completion of the evaluation, the student will be placed in the 'OF' Evaluation Status and will receive official communication of the decision.

Admission Statuses

University of Phoenix (UOPX) recognizes the following admission statuses for degree and credit-bearing certificate seeking students:

Applicant: (RR)

Applicants qualify for Applicant (RR) status after account creation while completing the application for admission. Students in RR admission status are being evaluated for admission to the University. Students on RR admission status may attend up to four UOPX courses upon signing the Enrollment Agreement and payment of the application fee (if applicable).

Orientation Pending: (OP)

Applicants to designated undergraduate programs requiring the University Orientation Workshop, who list less than 24 previous college credits as recognized by the University on the admissions application, will be placed in Orientation Pending (OP) admission status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admission status must satisfactorily complete the University Orientation Workshop.

Admitted with Condition: (AC)

Admitted with Condition (AC) status is applicable for a University sponsored risk-free period for designated programs. Applicants will be eligible for this status if they meet the following criteria:

- Have not previously been admitted as a regular student to the University
- Have not previously attended a credit-bearing course with the University

Students will be placed in AC status after all admission documents have been received, the admission file has been reviewed, and the minimum admission requirements for the chosen program have been met. As a condition of admission, students on AC status must meet class attendance requirements in the fourth week of their first course (or after) and have all transfer credits evaluated prior to being unconditionally admitted.

En-route Credential: (EC)

Students who are pursuing an en-route credential on the way to earning a higher-level degree program will be placed in En-route Credential (EC) admission status for the lower level program being earned en-route. A student's admissibility as a regular student will be enforced and maintained under the degree program associated with the student's Enrollment Agreement.

Admitted: (AM)

Applicants will be granted unconditional admission and placed in Admitted (AM) status after all admission documents have been received, the admission file has been reviewed, and all admission requirements and conditions for the chosen program have been met.

Deferred: (DF)

Applicants will be placed in Deferred (DF) admission status if documents or information required for admission (AM) are missing from the file. Applicants will remain on DF status until the required documentation or information is received. Applicants in DF status cannot attend class and will be administratively withdrawn from the University until the status is resolved.

Provisional: (PV)

Students in designated master's degree programs who meet all admission requirements except the minimum GPA requirement for their program may be admitted in Provisional (PV) status. Students admitted in PV status must achieve a GPA of 3.0 in their UOPX coursework by the end of the fourth completed program applicable course. Students with a GPA below 3.0 at the end of the fourth completed program-applicable course will be disqualified for admission (DA) and will remain in PV admission status. Concurrent enrollment is prohibited in this status.

Effective for Enrollment Agreements signed 7/1/2020 or later: Students admitted in PV status will not be placed on Academic Probation (AP) status within the first four program-applicable courses completed at the University. If students do not achieve a GPA of 3.0 by the end of their fourth course, when they return from Disqualified for Admission (DA) status they will also be placed on AP status.

The following criteria will apply to courses completed as part of the PV requirement:

- Non-credit-bearing coursework will not be counted.
- Students may repeat courses. Repeated courses, designated with a repeat (R) code on the transcript will count toward the four course PV requirement.

Applicant International Credentials: (RI)

Applicants will be placed in Applicant International Credentials (RI) status if the applicant is applying to UOPX using copies of international credentials. Applicants will not be granted unconditional admission using copies of international credentials until verification or an original international academic record is received. Students in RI admission status may attend up to four UOPX courses.

Non-Degree: (ND)

Applicants interested in taking coursework at the University, but not interested in pursuing a degree or credit-bearing certificate, may register as non-degree students and be placed in Non-Degree (ND) status.

Denied for Cause: (DC)

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

Denied: (DN)

Applicants will be placed in Denied Admission (DN) status and will be administratively withdrawn from the University if the minimum requirements for admission to a program are not met.

Admission Deadline Exceeded: (DE)

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

Re-entry Required (RE)

Students who were previously placed in one of the following admission statuses for a program, but who have not posted positive attendance in a course for the time designated by the Academic Program Re-entry policy, will be placed in Re-entry Required (RE) admission status: AM, PV, IV, OP, or AC. Students placed in RE status may return to their academic program if they meet the criteria outlined in the Academic Program Re-entry policy and their specific program policy.

Prior Learning Assessment

Prior Learning Assessment Eligibility Guidelines

University of Phoenix (UOPX) offers Prior Learning Assessment (PLA) as an option by which officially evaluated students can earn assessed credits toward degree completion requirements.

All prior learning must have academic equivalence to college-level learning to be awarded credit.

- All coursework, professional training, and experiential learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the post-secondary level as defined by the University's acceptable transfer activity policy.
- Credit is granted for demonstrated knowledge, not for experience alone. Learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

Students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential journals upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in experiential journals conforming to the writing standards required of all students enrolled at UOPX.

Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activities, the UOPX required course of study, or topics from other submissions for credit.

UOPX integrates best practices and frequently consults and reviews standards from industry leaders such as the Council for Adult Experiential Learning (CAEL) and the American Council on Education (ACE) when assessing prior learning.

UOPX recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University's PLA department.

Courses which have been transcribed for academic college-level credit by a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

UOPX or Apollo Education Group noncredit courses and certificates resulting in Continuing Education Units (CEUs), Professional Development Units (PDUs), or Contact Hours cannot be submitted to the University's internal PLA department for assessment.

PLA may apply toward both the lower division and upper division credit requirements of the University's undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student's residence. PLA may also apply toward graduate level requirements upon the assessment and review of the activity by the appropriate college in which the associated graduate-level program or courses reside.

Students may not rewrite an experiential journal more than once. Students may submit a completed experiential journal up to 90 days after a journal topic has been removed or modified from the Approved Journal Topic List.

The University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

Prior Learning Assessment Credit Assessment

Credit is awarded based on clock hours or academic content equivalence as determined by Prior Learning Assessment (PLA) evaluators, one of the University's colleges, or the Provost's Office. All applicable coursework and training determined to be post-secondary content using a clock-hour conversion will be evaluated for PLA credit using the following clock hour-to-credit ratio:

- 15 in-person classroom instruction clock hours = 1 semester credit
- 30 laboratory/clinical clock hours = 1 semester credit
- 30 self-paced study clock hours = 1 semester credit

If an item submitted for professional training review is determined by the PLA evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential journals will be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Journal Topics List.

With an approved journal, the student will be awarded the credit as indicated in the journal submission documentation. Incomplete or unsatisfactory journals will not be awarded credit. No partial credit will be awarded for journals.

Experiential journals will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

Assessed credits will appear on the student's University of Phoenix transcript after they are awarded.

Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered.

A student enrolled in an associate degree program may earn a maximum of 15 credits for experiential journals and a student enrolled in a bachelor's degree program may earn a maximum of 30 credits for experiential journals.

Corporate Agreement - Credit Recommendation Guide

The University creates corporate agreements with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations are created in the format of a Credit Recommendation Guide (CRG).

CRGs define transferability, applicability, and individual credit recommendations of corporations' professional training/seminars (assessed as comparable to college-level learning) to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs, as content may change over time.

Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in PLA Credit Assessment. A list of corporations with which University of Phoenix has established corporate agreements can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html.

Prior Learning Assessment Fees

There are no fees associated with the services rendered or awarding of credit through Prior Learning Assessment.

Standardized Credit Recommendations

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

Credit awards are applied toward UOPX Degrees. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Student Academic Standing

The University recognizes the following student academic statuses for degree and certificate seeking students:

Regular (RG)

student is compliant with applicable academic standing and progression program requirements.

Disqualified for Admission (DA)

results when provisionally-admitted students fail to achieve the minimum-required GPA at the end of the Provisional Admission (PV) period. The date of disqualification is determined by the course end date of the final course completed within the PV period. Students placed on DA status:

- will be administratively withdrawn from the University and are not eligible to reapply until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have completed the disqualification period.
- upon returning are required to retake or replace the program applicable course(s) that have the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Academic Disqualification (AD)

results when students on Academic Probation (AP) fail to achieve the minimum-required GPA at the end of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the AP sequence. The University will note the date a student is placed on and removed from AD on the permanent transcript

Students placed on AD status:

- will be administratively withdrawn from the University and are not eligible to return until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.

- upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)

results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the program GPA based on attempted credits. The University will note the date a student is placed on and removed from SD on the permanent transcript.

Students placed in SD status:

- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by University policy.
- may not transfer to another program (including concentration, emphasis, specialization, or major) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

results when a student is suspended for a designated period or indefinitely from the University. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed in SS status will not be allowed to continue in their program or transfer to another program (including concentration, emphasis, specialization, or major) until the designated period for the suspension has ended and/or the student's status has been updated.

Expulsion (EX)

results when a student is administratively withdrawn from the University and not permitted to return under any circumstance. The date of expulsion is noted on the official transcript.

Program Academic Standing

The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG) - Student is in compliance with applicable academic standing and progression program requirements.

Academic Probation (AP) - Students will be placed on AP status when their program grade point average (GPA) falls below the minimum GPA required in their program. Students on AP status are restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence. Concurrent enrollment is prohibited in this status.

Scholastic Probation (SP) - Students in competency-based education (CBE) programs will be placed on Scholastic Probation (SP) program academic status if a NM grade is earned in a course. If a student repeats a course due to receiving a NM grade and receives a grade of NM on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the program. Students who have been placed on SP status:

- must retake the course to be repeated at the earliest available scheduling opportunity.

Note: The earliest available scheduling opportunity is the soonest feasible opportunity for the student to take the repeat course, without requiring the student to drop a course in which attendance has been met. Retake course scheduling opportunities are ranked in preferred order below:

- If the student is going to earn a NM grade because they have failed the final attempt at a competency during the course (i.e. before the course end date), the repeat course should be scheduled in place of a course in the next scheduled block, before the start date for that block of courses.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, and the student has not yet posted attendance in all of the courses in that block, the retake should be scheduled in place of another course in that block in which the student has not yet posted attendance.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, the student may add the retake to the current scheduled block of courses, if adding it will not result in more than four concurrent courses on the schedule.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, the student has posted attendance in all of the courses in that block, and it is either not permissible (due to the number of courses on the schedule) or not conducive to academic success to add the course to the current scheduled block of courses, the student can defer the retake until the next scheduled block of courses.
- may not transfer to another program or major without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Additional SP status requirements apply for students in the BSN-CB program; those requirements are documented in the BSN-CB program policy.

Students enrolling into an associate or bachelor's degree program (excluding nursing programs) who do not have positive recorded attendance in a UOPX course prior to 7/1/2019, and who have not completed more than three previous cumulative GPA (CGPA) applicable UOPX courses that started on or after 7/1/2019, will not be placed on AP within the first four CGPA applicable courses completed at the University. Upon completion of the fourth course, students who are below their minimum required program GPA will be placed on AP status and restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program.

UOPX courses completed with W, W/F, P, AU, QC, NC, or WC grades will not count towards the four course AP sequence.

Courses for which Academic Forgiveness has been used will count toward the four course AP sequence.

Students must fulfil the requirements of each status on their record (i.e., admission, program academic, and student academic), regardless of what combination of statuses have been applied (e.g., a student may be on PV admission status and AP program academic status concurrently and must fulfil the requirements of each status.)

Students who add or change their program or version will have their Program Academic status evaluated at the time of official evaluation into the new program or version based on the applicability of previously completed UOPX coursework.

Course Status

The University recognizes the following course statuses:

AW (Administrative Withdrawal)

Student has been withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

AU (Audit)

Student has received appropriate approvals to observe the course and will not receive a letter grade.

CO (Completed)

Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade. For competency-based education (CBE) courses, the student has met the attendance requirement and has received a MA, ME, or NM grade.

DR (Dropped)

Student was in a SC or EN course status and has requested to be removed from the course. The student has not met the minimum attendance requirements in the course. Students enrolled in a CBE program may drop courses for which attendance requirements have been met if they are requesting to drop all of their concurrently enrolled courses.

EN (Enrolled)

Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements. For CBE students, the student has met the course attendance requirement, and continues to meet the academic engagement requirement.

OB (Obsolete)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

SC (Scheduled)

Student has been scheduled for a course and no class attendance has been posted.

TA (Insufficient Attendance)

Student has been automatically removed from the course due to not meeting minimum class attendance requirements and/or the CBE academic engagement requirement.

WI (Withdrawn for Admissions)

Student has not been officially evaluated or student has been removed from Admitted (AM) status after completing five courses.

WO (Waived with Credit)

The Office of Admissions and Evaluation or the Registrar's Office has processed a waiver.

WP (Withdrawn for Prerequisite)

Student has failed to meet the course or program prerequisite requirement.

WV (Exemption)

Course has been waived without credit.

Candidacy Statuses

Level 1 Candidate Status: Level 1 candidate status is determined at the time of admission and is based on the admission requirements for the desired program. Not all programs have a candidate status requirement.

- 1S: Level 1 Candidate Status Satisfied: Applicant has met admission requirements and has been admitted.
- 1N: Level 1 Candidate Status Not Satisfied: Applicant has not met admission requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 candidate status. Applicants in a 1N candidate status are restricted from taking courses and are administratively withdrawn from the University until admission requirements are met.

Level 2 Candidate Status: Level 2 candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.

- 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate with a status of 2N will be administratively withdrawn from the University and restricted from attending any future courses until the requirements are met.

Enrollment Status

The University recognizes the following enrollment statuses:

Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for their program is at least 6 credits for an academic year, the student is meeting course attendance and-for Competency Based Education (CBE) programs--academic engagement requirements, and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.

Enrollment Status	Code	Definition
Active Less Than Half Time	L	The student's required academic workload for their program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is meeting course attendance and (for CBE programs) academic engagement requirements and student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and IX grades are excluded from the 14 day out of attendance calculation.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official, or administrative.
Academic Complete	C	Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University Registrar's Office officially conferred the degree.
Graduated	G	The student has completed all program requirements and degree is conferred.
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in their program.

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the most recent activity.

Student Falsification of Information

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

Exceptions to Academic Policy - Student Appeals Center

Requests for exceptions to academic policy must be submitted in writing to the Student Appeals Center (SAC). Exceptions may be granted based upon academic rationale and the student's individual circumstances. Students must provide the reason(s) why an exception should be granted, refer to each specific policy being appealed, and provide all relevant supporting documentation. The SAC determines the eligibility of the request and whether it will go forward.

If a student's initial SAC appeal is denied, that decision may be reviewed by a SAC 2nd Level Committee if the student provides new information not previously considered.

SAC decisions are ineligible for appeal through any other entity within University of Phoenix (UOPX).

Grading Procedures

Course grades can be viewed on the student website (<http://my.phoenix.edu>) on the Academic Plan tab. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Official Transcript under the Quick Links listing. Faculty members are required to post final grades within seven days of completion of the course. The University has established the following grading guidelines to be complied with by all faculty.

Grade Definitions

Student grades represent the work and knowledge level attained within the regularly scheduled course dates. Only the faculty member assigned to teach a specific course is authorized to issue grades to the students in the course. Final grades may only be changed by the faculty member after the grades have been submitted if an approved formal grade dispute is on file or if the faculty member determines the original grade was improperly calculated.

Effective 9/1/2007, the University of Phoenix (UOPX) has established the following grading guidelines with which all faculty must comply:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.67
A-	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .67
B-	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		

Competency-Based Education (CBE) Grades:

Grade	Quality Points
MA	= 4.00
ME	= 3.00
NM	= .00

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete

IP = In Progress

IX = In Progress extension

W = Withdrawal

W/F = Withdrawal failing

P = Passing

AU = Audit

QC = No grade awarded

NC = No credit

WC = Waived with credit

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

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

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

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

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

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

I = INCOMPLETE. Student is granted extension to complete assignments. A student who receives an Incomplete is given up to five weeks, at the discretion of the faculty, beginning five days after the scheduled course completion date, to complete the course requirements and receive a grade.

Each assignment submitted during the Incomplete extension period will receive a 20% deduction, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an Incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an Incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of deducting 20% per assignment submitted during the Incomplete extension period shall be waived for deployed students.

IP = IN PROGRESS. An IP grade may be awarded in the following instances:

- IP grade can only be awarded in qualified courses by the instructor. The IP grade allows the student additional time to complete requirements. IP grades will default to a QC or an F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe. Faculty are not required to subtract one letter grade for IP grade awards.

IX = IN PROGRESS EXTENSION. An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who are approved for reasonable accommodations under the Americans with Disabilities Act (ADA) or Title IX.
- For ADA: A new IX course completion date for ADA accommodations must be determined by the Disability Services Advisor. The Registrar's Office will work with the Disability Services Advisor to determine the IX course completion date for ADA accommodations.

- For Title IX: A new IX course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Coordinator to determine the IX course completion date for Title IX accommodations.
- Students who are approved for reasonable accommodations will not have their grades penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.

QC = No grade awarded. A QC is awarded in the following instances:

- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

W = WITHDRAWAL Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the University. A "W" grade will be issued in the following scenarios:

- The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.

WF = WITHDRAWAL/FAILING Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one week of a course and reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

UOPX required course, waived with credit.

CBE Grade Definitions:

MA = MASTERED. A grade of MA is given for performance of demonstrated competency that exceeds course expectations as defined for course competencies. A grade of MA is equivalent to an A in traditional grading formats. Students must achieve a grade of MA for all required competency assessments to be issued a grade of MA for a course and be awarded credits.

ME = MET. A grade of ME is given for performance of demonstrated competency that meets course expectations as defined for course competencies. A grade of ME is equivalent to a B in traditional grading formats. Students must achieve a minimum grade of ME on all competency assessments to be issued a grade of ME for the course and be awarded credits.

NM = NOT MET. A grade of NM is given for performance that does not demonstrate the minimum competency level expectations for a course. A grade of NM is issued when all attempts at any one competency have been exhausted without a passing grade, or students do not achieve a grade of ME - or higher - for all competencies in a course by the end course date.

W = WITHDRAWAL. Student has recorded positive class attendance, and withdrew from the course due to any of the following scenarios:

- Student failed to meet the academic engagement requirement for their program (exceeded 14 consecutive days without an academically-related activity in any CBE course in their program)
- Student has been administratively withdrawn from the University and/or program during the course.

I = INCOMPLETE. Student granted extension to complete assignments. A student who receives an incomplete is given five (5) weeks, from the scheduled course completion date to complete the course requirements and receive a grade. An incomplete may be requested as of the start of week 15, up through the Friday before the course end date, provided that the student is meeting the following criteria:

- Has met the course attendance requirement and is meeting the academic engagement requirement.
- Has successfully completed and received a grade of ME - or higher - on the majority (e.g., two out of three assessments) of the required competency assessments in a course.

To ensure optimal focus on completing assessments, students are not permitted to pursue more than five courses concurrently, whether those are courses with I grade extensions or courses the student is currently enrolled in. Students who receive approval for more than one I grade in their current block of courses will be required to drop the requisite number of courses from their next scheduled start date to ensure that they are not pursuing more than five courses concurrently (e.g., a student approved for two I grades, who has four courses scheduled in their next block, will be required to drop at least one of those four courses).

Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

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

IX = IN PROGRESS EXTENSION. An IX grade may be awarded in the following instances:

This grade is only awarded to eligible students who are approved for reasonable accommodations under American Disabilities Act (ADA) or Title IX. An IX may be granted provided that the student is meeting the following criteria:

For ADA: A new IX course completion date for ADA accommodations must be determined by the Disability Services Advisor. The Registrar's Office will work with the Disability Services Advisor to determine the IX course completion date for ADA accommodations.

For Title IX: A new IX course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Coordinator to determine the IX course completion date for Title IX accommodations.

Students who are approved for reasonable accommodations will not be penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX.

IX grade will default to a NM when the course exceeds its expiration date and no grade has been submitted.

The faculty evaluator issues grades for CBE competencies and courses. Only grades earned for a CBE course are listed on student transcripts. Grades for individual CBE competency assessments are not listed. Students have a maximum of 16 weeks to complete all competency assessments within a CBE course.

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree or certificate program. Program GPA is the sum of the student's UOPX program-specific quality points divided by the sum of the student's UOPX program attempted credits.

UOPX cumulative GPA is a calculation of all completed UOPX courses. Cumulative GPA is the sum of the student's UOPX quality points divided by the sum of all the student's UOPX attempted credits.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.67
A-	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .67
B-	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		

Program applicable coursework that may not apply toward the program in terms of credit but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the program GPA.

Students wanting to improve their GPA may repeat a previously completed course, or complete an equivalent. The initial course will be removed from the GPA calculations, and the most recent course will be applied and calculated regardless of the grade earned. Additionally, the credits earned for the initial course will no longer apply to the student's record. Academic Standing and Scholastic Disqualification policies will need to be referenced within each program for additional guidelines or limitations.

Academic Forgiveness

- University of Phoenix (UOPX) provides the following academic forgiveness options for students.
 - Course Repeat:** Students wanting to improve their GPA may repeat a previously completed course or complete an equivalent. The initial course will be removed from the GPA calculation, and the most recent course will be applied and calculated regardless of the grade earned. Additionally, the credits earned for the initial course will no longer apply to the student's record. Refer to Academic Standing and Scholastic Disqualification policies within each program for additional guidelines or limitations.
 - Academic Reprieve:** To allow for a student's program GPA to recover from lower grades earned due to extenuating life circumstances, students enrolled in an undergraduate degree program, who have completed at least four GPA-applicable UOPX courses, may request to have two course grades removed from calculating into their program GPA for the duration of their undergraduate studies at UOPX. Students enrolled in a graduate degree program, who have completed at least four GPA-applicable UOPX courses, and who are not on Provisional Admission (PV) status, may request to have one course removed from calculating into their program GPA for the duration of their graduate studies at UOPX. Doctoral and certificate programs are not eligible for Academic Reprieve.
 - Courses removed from the program GPA through Academic Reprieve will continue to apply to the cumulative GPA.
 - Required course of study courses in which students earned a non-passing grade, and any course that earns a non-passing grade as a result of a student code of conduct sanction, are not eligible for Academic Reprieve. Additionally, courses that have a minimum grade requirement are not eligible for Academic Reprieve; this may include capstone, practicum, clinical, internship, field placement, and student teaching courses.
 - Students who request Academic Reprieve for a course that received a passing grade will continue to receive credit for the course after the grade has been removed from the program GPA calculation.

- Students using Academic Reprieve for a general education or elective course that received a non-passing grade will have the grade removed from their program GPA, but will be required to satisfy the applicable requirement through another UOPX course or an acceptable transfer activity.
- All courses and their associated grades, for which grades are removed from the program GPA calculation as part of the University's Academic Forgiveness policy, will continue to appear on the student's official transcript.
- Students are not eligible to apply Academic Reprieve to a program after the degree has been conferred.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at <http://my.phoenix.edu>. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Official transcripts can be released, for a \$15 fee, when a student is in compliance with their payment option. If there is a financial hold on a student's record and they meet one of the scenarios below, they can contact the Admissions and Records Service Center at 800.866.3919 to determine if they meet the criteria for a transcript release exception:

- Student has graduated from a previous University of Phoenix program on record and previously satisfied their financial obligations for that program
- Student has filed for bankruptcy and has provided University of Phoenix with a copy of the bankruptcy petition filed in the courts
- Student is a current California resident

Students can order their official transcript on their student portal or on the National Student Clearinghouse site at <https://www.studentclearinghouse.org/students/>. Students near Phoenix, Arizona can pre-order and pick up (by appointment only) their transcript with a photo ID by calling the Admissions and Records Service Center at 800.866.3919 during regular business hours (8:00AM - 5:00PM, MST).

The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

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

Record Retention

The University maintains students' transcripts, transcript keys and transfer credit information permanently pursuant to its records retention policies. For information on retention periods for other types of student records, please contact the Registrar's Office.

Grade Disputes and Corrections

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or the faculty member determines the original grade was improperly calculated.
- Requests or disputes related to grades must be resolved by the faculty member in accordance with academic policies. The faculty member's decision is final, unless the dispute alleges discrimination or harassment.
 - Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
 - Disputes challenging a grade that also allege discrimination or harassment by the faculty member are addressed according to the Equal Opportunity, Harassment, and Nondiscrimination policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the relevant director of academic affairs, or designee, who may mediate a resolution between the student and faculty member. The decision regarding whether to change the grade rests solely with the faculty member when adhering to academic policies.
- Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.
- Decisions for grade disputes must be rendered prior to credential conferral.

Add or Change Program or Modality

Students changing their program or adding an additional program must enter into the most current program available in their state or jurisdiction.

Students making a permanent change from one modality to another (e.g., online to local campus, or local campus to online) are required to sign a new Enrollment Agreement specific to the new modality.

The following policies apply to students enrolled in a competency-based education (CBE) program who opt to change into a non-CBE program.

- Students cannot change programs while active in a CBE course.
- Students enrolled in a CBE program are not eligible to dual-enroll in any other program.

Students may not change to a CBE program from any other program (including another CBE program).

Credential Conferral

The Registrar's Office will confer a student's degree or certificate upon the completion of all academic program requirements. Following credential conferral, the University will issue one physical diploma or certificate to the student, and one digital copy of the diploma or certificate (which can be authenticated on the University's website), with the approved name, address, and email address indicated by the student on their student website. If a diploma name is not provided on the student website, the certificate or diploma will be issued with the official name recorded in the student information system.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied. Degree and certificate conferral dates cannot precede the date the program was approved and became available in the student's state or jurisdiction.

Once a credential has been conferred, modifications cannot be made to a student's official academic record (e.g., students taking coursework to improve their program GPA).

Degree Posting

Degrees are conferred and posted to students' academic record with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit bearing and non-credit bearing requirements have been met, and all credit has been posted to the academic record. The student's individual program completion date is recorded on the academic record and transcript, indicating that the final academic requirements for the degree were completed on that date.

Diplomas are printed bearing the last day of the month in which all degree requirements were completed for all students who have completed the degree requirements.

Students who are not eligible for degree conferral are notified by their Academic Representative of their degree deficiencies.

Rescinding Academic Credentials

Situations may arise where it becomes necessary for University of Phoenix (UOPX) to rescind a previously conferred academic credential (degree or certificate).

UOPX reserves the right to rescind academic credentials under the authority and direction of the University Provost and Registrar.

An academic credential may be rescinded if it is discovered that a student had not fulfilled all of the credit-bearing and/or non-credit-bearing requirements. Other scenarios in which a credential may be rescinded include, but are not limited to, student, faculty, and administrator errors; student code of conduct violations; plagiarism; dishonesty; fraud; misrepresentation; or misconduct by students staff, faculty and administrators.

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

The University may present posthumous degrees for deceased students who were enrolled, posted positive attendance in a University degree program, were in good academic standing, and had not been administratively withdrawn in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student, or to the executor of the estate with official written authorization.

Graduation with Honors

Bachelor's degree students who complete their degree program with a program GPA of 3.85 or higher will graduate with honors. The "Graduated with Honors" designation will appear on the University diploma and permanent transcript.

Participation in Commencement Ceremony

Commencement ceremonies are held at several locations across the country.

Degree seeking students who meet the eligibility requirements may participate in any University of Phoenix (UOPX) commencement ceremony. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website.

Students who have met all of the requirements and completed a degree program with (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet the requirements as outlined below.

- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University
- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
 - Associate: - Successful completion of all but 6 credits
 - Bachelor's and master's: - Successful completion of all but 9 credits
 - Doctoral: - Successful completion of all credit and non-credit bearing degree requirements, including an approved dissertation or applied project, and signature page signed by the Dean.

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted.

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed an academic credential. Academic standards must be met in order for an academic credential to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

All bachelor's degree students who have met the University Honors requirements, by the commencement ceremony date, and have met all other eligibility criteria, will be recognized at commencement ceremonies with the University honor cord. Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the "Graduated with Honors" designation on the University diploma and permanent transcript. Academic standards must be met in order for a "Graduated with Honors" degree to be awarded. Students may fail to meet the University Honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Program Completion Deadlines

The following program completion deadlines outline the timeframes allotted to students to complete all requirements for their selected program version

Program	Years for Completion
Certificate	within 5 years
Associate of Arts	within 5 years
Associate of Arts (Credit Recognition)	within 2 years
Bachelors	within 8 years
Masters	within 5 years
Doctoral except for PHD/IO & EdS	within 8 years
PHD/IO	within 9 years
EdS	within 3 years

Students who are enrolled in more than one program at a time, wherein all of the courses required for one of the programs are scheduled and completed under the other program (e.g., all of the courses for a certificate program on the student's record are scheduled and completed under a bachelor's degree program on the record), will only have a program completion deadline for the program that the courses are scheduled under, and will be held to that deadline for both programs.

Program completion deadlines are calculated based on the course start date for the first credit-bearing course in which a student is scheduled and posts positive recorded class attendance after their enrollment agreement sign date for their program.

Students who are actively attending their final program-applicable course (i.e., meeting attendance requirements for the course) at the time their program completion deadline expires and complete all program requirements during the final course, will still be considered to have completed their program within the completion deadline.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student's program completion deadline.

Students who change their program and/or version will have a new program completion deadline calculated based on the course start date for the first credit-bearing course in which they were scheduled and post positive recorded attendance under their new program and/or version after the student signature date on the most recent enrollment agreement on file.

- Students who post positive class attendance, change their program, and then revert back to their prior program version, will be held to their original program completion deadline for that program version.

Disclaimer on Job Placement

The purpose of degree and certificate programs offered by the University of Phoenix is to educationally-prepare the student for gainful employment in recognized occupations related to the field of study by providing a quality education that integrates theory with practical application. The University offers other educational products that are developed to help a student develop skills or learn other content that can help the student in their current occupation or assist in extending the nature and range of careers available. Also, the University makes available career services, including information about possible salaries and projected job growth, that can help the student investigate and prepare for the employment marketplace. However, the employment outcome for an individual will vary based on multiple factors, including, but not limited to, prior work experience, geographic location, and other factors specific to the individual. Accordingly, University of Phoenix cannot and does not guarantee job placement, career advancement, continued employment, or salary level.

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered non-degree students and will be enrolled under the Non-Degree (ND) admission status. Non-degree students are subject to all institutional policies, except those that indicate that they are specific to degree-seeking or certificate-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency. Non-Degree courses are divided into the following categories:

- General education or elective for-credit courses that are not currently part of a required course of study for a degree or certificate program.
- Courses that are part of a required course of study for a degree or certificate program.
- For-credit courses that are part of an extension offering for a college or non-credit-bearing courses that are part of a Continuing Education offering.

- Students may not have any Continuing Education for Educators (COLEXT-ED) coursework apply to any program requirements (including general education, interdisciplinary, elective, or required course of study requirements) unless that coursework was completed prior to the Enrollment Agreement sign date for a degree or certificate program.

Enrollment of international students into non-degree courses in any of the three categories will only be made as permitted by US law. University of Phoenix (UOPX) will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For the purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

UOPX does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, non-degree students must meet the following academic preparedness requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results, or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement.
- Students who reside in the US must meet one of the following requirements:
 - Be a legal resident of the US
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Students must list TPS as the visa type on the enrollment paperwork.
 - Have been granted asylum or refugee status
 - Have a valid F1 Visa

- Students who reside in Canada must meet one of the following requirements for admission:

- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies

- Must meet state immunization and Health Insurance Requirements
- Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). If the prerequisites were satisfied with UOPX coursework a transcript would not be required. To satisfy a prerequisite the course must meet the following criteria:
 - have been completed at a college or university with approved institutional accreditation, or is a candidate for accreditation.
 - have been completed with a grade of "C" or better, or comparable passing benchmark
 - be comparable in content and must be an equivalent level or higher level course

- Must not have been expelled from UOPX or other institutions.

Non-degree students who wish to complete graduate level courses that are part of the required course of study for a degree or certificate program must provide proof of completion of an undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students may complete an unlimited number courses; however, non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program. Non-degree students who are admitted into a degree program will need to meet the following credit residency requirements:

- 18 credits toward a graduate degree required course of study completed after admission into the degree program.
- 30 credits toward an undergraduate degree required course of study completed after admission into the degree program.

Except for courses in the College of Nursing, non-degree students will not be held to minimum grade requirements applicable to students in a certificate or degree program. They will receive credit for a course as long as they do not receive a failing grade. However, if they later choose to enroll in a certificate or degree program with the University, those students would be held to the higher minimum grade requirements for those courses in order to receive credit for them in the program.

Some for-credit courses have additional academic preparedness requirements for non-degree students.

Additional academic preparedness requirements by course:

College of Business and Information Technology: Concurrent Enrollment Program Courses

Students enrolled in an approved BSM Pathway Agreement Institution Concurrent Enrollment Program (CEP) or BSIT Pathway Agreement Institution CEP may be scheduled for non-degree courses as outlined on the BSM Pathway Agreement Transfer Pathway Guides or the BSIT Pathway Agreement Transfer Pathway Guides.

College of Health Professions Individual Concurrent Enrollment Program Courses

Students enrolled in an approved BSHM Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the BSHM Pathway Agreement Transfer Pathway Guides.

College of Social and Behavioral Sciences Individual Counseling Non-Degree Courses

- Non-degree students with a graduate degree in counseling or related field (e.g. Psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.
- Non-degree students who are not alumni of a UOPX counseling program are not eligible to complete Internship and practicum coursework and no appeals will be accepted.

College of Nursing Individual Nursing Non-Degree Courses

Students enrolled in an approved RN-BSN Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Pathway Agreement Transfer Pathway Guides.

RN-BSN Pathway Agreement CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn. RN-BSN Pathway Agreement CEP students who have been scholastically disqualified will not be allowed to continue until they have taken the following steps: (E6)

- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the Academic Progression Student Agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

In addition to any course prerequisites required for non-degree students enrolling in nursing courses, students must provide documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:

- Guam
- American Samoa
- Northern Mariana Islands
- US Virgin Islands
- Puerto Rico

Non-degree students enrolling in master's level nursing courses must provide documentation of an undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students enrolling in doctoral level nursing courses must provide documentation of a master's degree or higher in nursing (MSN or MN) from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

College of Doctoral Studies Individual Doctoral Non-Degree Courses

Non-degree students enrolling in doctoral courses must provide proof of completion of a graduate degree from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an internship and the supervised student teaching component and teaching performance assessments.
- The California Early Completion Option consists of credit-bearing, non-degree coursework. Candidates are not completing a University of Phoenix (UOPX) certificate or degree.
- The California Early Completion Option requires:
 - Completion of the following coursework (120 pre-service hours):

MAED/TED 07CA

Multiple Subject: MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA

Single Subject: MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA

MAED/TED 08 CA and MAED/TED 9CA

Multiple Subject: MTE 511; ELM 533; ELL 500; MTE 512; RDG 556; ELM 532

Single Subject: MTE 511; SEC 533; ELL 500; MTE 512; RDG 558; SEC 532

- Upon successful completion of required Early Completion Option (ECO) coursework and completion of additional requirements as outlined in the ECO checklist, students are eligible to apply for the intern credential.
- Early Completion Option students enrolled in this option must validate a full-time student teaching experience (minimum 15 weeks) as the teacher of record.
 - Students must successfully complete 15 weeks of supervised student teaching experience. Candidates will be assigned a faculty supervisor by the University throughout the program and their student teaching experience.
 - Students will be assigned a mentor at the school site for the duration of their district contract.
 - Students must earn a B or better in each of the student teaching seminars. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in each of the student teaching seminars will not earn quality points, as the grade is considered a failing grade.
 - Students have only one opportunity to successfully complete the student teaching experience.
- Early Completion Option students who have completed coursework but have not met their Institutional Recommendation (IR) requirements within the contracted school year, may not be eligible to maintain their internship credential.
- Early Completion Option students must pass the Teacher Performance Assessment (edTPA) on their first attempt and within one year of being issued the intern credential. Students who do not pass the edTPA on their first attempt must transition to the CA internship option in the MAED/TED CA programs.

Late Assignments

Individual course assignments will be accepted up to four days after the assignment due date, with a maximum 10% deduction for lateness. This includes final week individual assignments, which may be submitted up to four days after the course end date. Course participation requirements must be met within the designated course week.

Competency-based education (CBE) competency assessments will be accepted up to two days after the course end date without a deduction.

Academic Recognition

University of Phoenix (UOPX) recognizes exceptional academic performance by students in a degree program on a semi-annual basis through placement on the Dean's List for their college, or on the University President's List.

To be eligible for recognition through placement on their college Dean's List, associate, bachelor's, and master's degree program students must meet the following criteria for courses completed during the six months prior to each semi-annual Dean's List publication.

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA toward an associate, bachelor's, or master's degree program.
- Have no courses on the student record with I, IX, IP, F, or NM grades (students will be eligible if I, IX, or IP grades are subsequently changed to an acceptable grade).
- Achieve a qualifying GPA for UOPX courses completed during the six-month eligibility period without the use of Academic Reprieve or course repeats to achieve the qualifying GPA:
 - Associate and bachelor's programs: 3.50 - 3.99
 - Master's programs: 3.70 - 3.99

To be eligible for recognition through placement on the University President's List, associate, bachelor's, master's, and doctoral students must meet the following criteria for courses completed during the six months prior to each semi-annual President's List publication:

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA toward an associate, bachelor's, or master's degree program, or at least nine UOPX semester hour credits that are applicable to the program GPA toward a doctoral program.
- Have no courses on the student record with I, IX, IP, F, or NM grades (students will be eligible if I, IX, or IP grades are subsequently changed to an acceptable grade), or that have been removed from calculating into the program GPA through course repeats or Academic Reprieve.
- Achieve a qualifying GPA of 4.0 for UOPX courses completed during the six-month eligibility period without the use of Academic Reprieve or course repeats to achieve the qualifying GPA.

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ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment- Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University's effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students' educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University's focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

The University of Phoenix curriculum and its design are grounded in philosophical and theoretical frameworks that guide best practice in andragogy. Academic leadership of programs capture in-demand skills through collaboration with faculty, programmatic industry councils, and accreditation requirements. Resulting from this work, curriculum is mapped to student learning outcomes and skills, learning activities and assessments are designed, and continuous improvement processes are implemented.

Assessment of Student Learning

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program, and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic, and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the Plan, Do, Check, Act model of continuous improvement. By utilizing this model to guide assessment processes, the colleges design programs with clear measurable outcomes aligned to specific job skills based on employment data and scaffolds learning so students have sufficient opportunities to demonstrate the outcomes; systematically gather evidence of student learning through data analytics and qualitative feedback; analyze and interpret assessment learning results using insights from faculty; and use

assessment findings to improve student learning.

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University's academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students' Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students' educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University's assessment system and reflected within the University Program Life Cycle (UPL).

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, administrative and support services, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

Academic Alumni Questionnaire

Graduates are invited to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their academic experience according to the stated learning outcomes, the effectiveness of the University's teaching/learning model in helping them achieve their career goals. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

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

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member annually. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.

UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

Whether you are a recent graduate or a long-time University of Phoenix alumni, you are automatically a part of the Alumni Association.

To gain access to your lifetime benefits, visit the alumni website at phoenix.edu/alumni. Connect with other alumni for professional networking, and start exploring the benefits available to you:

Career Resources

Graduates receive lifetime access to our full suite of alumni career resources, including career support through PhoenixLink™ and our Career Services for Life™ commitment. PhoenixLink™ is a career portal for alumni to have access to resumé building tools, schedule career coaching appointments, and view career planning and development resources. For more information, visit phoenix.edu/alumni/career-resources.

Alumni Services

- **PhoenixLink™ Network** – Join our exclusive career network, where you can connect with like-minded individuals in your professional field or based on your interests. Reach out to your peers one-on-one to get help from other alumni or be a mentor to others. Find out more at phoenix.edu/alumni/join-network/phoenixlink.
- **Benefits & Discounts** – Access exclusive benefits and discounts at over 900 merchants tailored to you, based on your interests. To start saving on your favorite brands, visit uopxdiscounts.perkspot.com. You can find even more alumni benefits, including special offers on tuition pricing and professional development courses at phoenix.edu/alumni/benefits-discounts.
- **Alumni Chapters** – There are currently 50 Alumni Chapters throughout the country. Join a chapter to network with local alumni, attend social events, and give back to the community. To find a chapter closest to you, visit phoenix.edu/alumni/join-network/chapters.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through LinkedIn®, Facebook®, Twitter® and Instagram® online communities.
- **Homecoming** - The Alumni Association hosts Homecoming festivities across the country every year. Visit with old friends and make new connections. Other local networking and career events are held throughout the year. Visit phoenix.edu/alumni for upcoming events near you.
- **Share Your Story** - Tell us how you worked hard, overcame obstacles, earned your degree, and enhanced your career or started a business. Submit your story at phoenix.edu/alumni/tell-us-your-story.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit phoenix.igrad.com/landing/uopx-alumni-landing.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University's Alumni Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence found through the student portal.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/students/transcripts to order one.

Additional Information

Visit us on the Web at phoenix.edu/alumni

E-mail address: alumni@phoenix.edu

[linkedin.com/school/university-of-phoenix](https://www.linkedin.com/school/university-of-phoenix)

[facebook.com/uopxalumni](https://www.facebook.com/uopxalumni)

[instagram.com/uopxalumni](https://www.instagram.com/uopxalumni)

twitter.com/uopxalumn

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UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

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

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

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a military university or college (Community College of the Air Force and US service academies) with approved institutional accreditation. If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance. Applications of individuals who have not gained admission to, or enrolled in the University, will be kept on file for one year. After that time, the applicant is required to submit a new application and materials for admission review.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits

All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States (US) to meet admission requirements may enroll in University of Phoenix (UOPX) courses prior to official admission only if they meet all the following requirements:

- If residing in the US, have an appropriate immigrant or nonimmigrant status that does not prohibit educational studies;
- Graduate applicants must have a pre-evaluation completed by the Office of Admissions and Evaluation indicating that the applicant has the appropriate academic background to meet admission requirements;
- Must satisfy all other program-specific admission requirements. Applicants who have earned an undergraduate degree, or other transfer credit, from an institution outside of the US, but who have earned a master's degree from a college or university with approved institutional accreditation are eligible to enroll with the University at the graduate level. All program-specific admission requirements must have been satisfied by the master's degree.

Undergraduate applicants relying on educational credentials from an institution outside of the US may enroll in UOPX courses upon the completion of their Admission Application and Enrollment Agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the US, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation. These are used to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes, previous academic credentials earned outside of the US must meet the University's verification standards prior to rendering an official admission or transfer credit decision. Verification of previous academic credentials earned outside of the US can be satisfied by one the following methods:

- Receipt and verification of official academic credentials issued directly to UOPX by the applicant's previous institution;
- Receipt and verification of official academic credentials held in possession of the applicant as the official record of academic studies conducted in the applicant's specific country;
- Receipt and verification of official correspondence issued directly to UOPX by the applicant's previous institution indicating that copies of academic credentials and/or level study is valid;
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admissions and Evaluation.

For applicants with academic records from colleges or universities earned outside of the US with approved institutional accreditation, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the US are considered comparable to US secondary completion credentials and do not need to be validated unless required by the applicant's state or jurisdiction.

Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies are included with each program's admission requirements.

If documents are issued to UOPX in a language other than English, the applicant will be required to obtain an official translation and submit it to UOPX. Translations must be completed and verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate, or by the Office of Admissions and Evaluation at UOPX if translation services are provided for that specific language.

The University is authorized under federal law to enroll nonimmigrant applicants. UOPX only issues Forms I-20/A-B to border commuters and approved doctoral applicants during their residency in the US. Form I-20/A-B is required by applicants who need to obtain F-1 (Student) visas to attend school in the US. The University is only authorized to issue the I-20 for applicants who will attend specific campus locations and programs recorded with the Department of Homeland Security.

Admission of international applicants will only be made as permitted by US law. UOPX will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For purposes of this policy an international applicant is defined as a non-US citizen or an applicant with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

All academic credentials sent to UOPX will become the possession of UOPX and will not be returned to applicants unless prior approval was granted by the Office of Admission and Evaluation.

F-1 Visas

The University provides support for the F-1 visas needed by foreign students by issuing the I-20 if requirements are met and sponsoring the student as long as they are attending their specific academic program for the duration of their F-1 visa. Students are responsible for their visa applications and all associated fees to be paid by the student directly to the Student Exchange and Visitor's Program (SEVP).

Admission Deadlines

University of Phoenix (UOPX) cannot guarantee that students who begin coursework will be admitted to their degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth UOPX course. Students

who are unable to be admitted by the completion of their fourth UOPX course will be administratively withdrawn from the University and placed in Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix (UOPX).

- No appeals will be accepted for students expelled from UOPX.
- Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Students who fail to disclose all prior colleges and universities attended on their Admission Application may be charged under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- **Nevada:** Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement. *This Nevada requirement does not apply to College of Education programs.*
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- or-
- Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
- or-
- Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- or-

- Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.
- or-
- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- or-
- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- or-
- Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
- or-
- Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.

- Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A completed and signed undergraduate application
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

* Programs administered under the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Residency Requirements and Course Waivers for Bachelor Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Life Experience Journals credit is not eligible to waive courses in the required course of study.

- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Residency Requirements and Course Waivers for Associate Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs in addition to the AACR.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Life Experience Journals credit is not eligible to waive courses in the required course of study.

University Orientation Workshop

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

The following define the University Orientation Workshop statuses:

- **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.
- **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation Workshop requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation Workshop. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.

- **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the GPA.

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

Risk Free Period Policy

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in week four or after of their first course, at which point the trial period ends.

Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Academic Progression Requirements

Phoenix Success Series (Pathway A and Pathway B Programs)

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of the General Education requirements.

- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series (PSS) categories which will contribute to fulfillment of the General Education requirements.

Phoenix Success Series content area requirements	Credits	PSS Course Selection
Psychology	3	PSY 110
College level writing & College level research/writing	6	ENG 110 ENG 210
Economics	3	FP 100
Critical thinking	3	HUM 115

Phoenix Success Series Preferred Sequence and Prerequisites

GEN 201	3 credits
Foundations for University Success	
PSY 110 ~	3 credits
Psychology of Learning	
ENG 110 ~	3 credits
English Composition I	
HUM 115 ~	3 credits
Critical Thinking in Everyday Life	
FP 100 ~	3 credits
Everyday Economics and Finances	
ENG 210 ~	3 credits
English Composition II	

- Concurrent enrollment is prohibited during any of the PSS courses.
- The PSS must be completed within the first six courses upon enrollment and prior to beginning the required course of study. The PSS contributes to fulfillment of General Education and Elective requirements.

First-Year Sequence (A Track and B Track Programs)

- Applicants disclosing 24 or more previous college credits on the Admissions Application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with University of Phoenix (UOPX), and are not required to enroll in the First-Year Sequence (FYS).
- Applicants disclosing fewer than 24 previous college credits on the Admissions Application, enrolling in designated undergraduate programs, are required to complete the FYS.
 - Prior Learning Assessment (PLA) and credits earned through National Testing Programs are not included as previous college credits when determining placement in the FYS.
- FYS students must satisfy all seven required courses from the FYS prior to enrolling in any other program applicable course.

Preferred Sequence

GEN 195	3 credits
Foundations of University Studies	

COM 170 ~	3 credits
Elements of University Composition and Communication I	
COM 172 ~	3 credits
Elements of University Composition and Communication II	
HUM 114 ~	3 credits
Critical Thinking and Creative Problem Solving	
PSY 211 ~	3 credits
Essentials of Psychology	
SCI 163 ~	3 credits
Elements of Health and Wellness	
FP 120 ~	3 credits
Essentials of Personal Finance	

- SOC 110 is an optional course that may be taken prior to the completion of the FYS. Students choosing to take SOC 110 may take the course any time after GEN 195.
- With the exception of GEN 195, FP 120, and HUM 114, FYS course requirements may be satisfied by any of the following means:
 - UOPX coursework,
 - Regionally or nationally accredited transfer coursework (C- or higher grade),
 - National Testing Programs
 - ACE evaluated Military credits
- Transfer activity used to satisfy a FYS course must be comparable in content to the UOPX course it is replacing, must be at least 2.67 credits, and must be equivalent level or higher.
- Concurrent enrollment is prohibited during any of the courses in the FYS.

University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.

Students have the following options to fulfill proficiency:

- Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
- Comparable approved institutional accredited transfer coursework, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Grade of C- or better (or academic equivalent)
 - At least 2 semester credits
 - Eligible to receive general education credits
- National College Credit Recommendation Service (NCCRS) credit recommendations
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
- Demonstrate competency by meeting the minimum passing score on a UOPX approved placement exam.

Students who satisfy the English and /or math proficiency and sign a new Enrollment Agreement may carry forward the completed proficiency into their new program/version provided they have remained in continuous attendance according to the University's Academic Program Re-entry policy.

Math Pathways

College deans determine the appropriate baseline math courses necessary for student success. The designated Math Pathway(s) will be outlined within each program's policies. The University offers the following Math Pathways:

- Mathematics for Elementary Educators
- Quantitative Reasoning
- Statistics
- College Algebra
- Calculus

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of General Education in ensuring student success in the classroom, the workplace, and the community. The General Education curriculum, which is developed through the College of General Studies, provides instruction that focuses on Liberal Arts, Humanities, Science, and Mathematics.

Undergraduate General Education requirements emphasize exposure to and exploration of topics in a variety of General Education categories. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and navigate social, technological, scientific, and cultural change.

General Education Student Learning Outcomes

- In addition to the knowledge and skills related to the University Learning Goals, graduating students should attain certain knowledge, skills, and abilities within the various General Education categories. Therefore, students should be able to demonstrate the following learning outcomes by the time they complete their General Education requirements:
- Students will apply effective communication skills in a variety of contexts.
- Students will utilize quantitative reasoning skills for a variety of purposes.
- Students will utilize scientific thinking and inquiry skills for a variety of purposes.
- Students will apply critical and creative thinking skills in a variety of contexts.
- Students will apply intercultural and interpersonal awareness in a variety of contexts.

General Education Categories

The curriculum within the General Education catalog is comprised of traditional categories. The required number of credits in each category varies by program and may be found within the program specific requirements. The General Education categories and curriculum ensure that students are exposed to content essential to a baccalaureate experience. Categories within General Education curriculum are as follows:

Communication Arts, credit requirements vary by program.

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

English/Language Arts, credit requirements vary by program.

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

Mathematics, credit requirements vary by program.

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

Social Sciences, credit requirements vary by program.

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

Social Studies, credit requirements vary by program.

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

Humanities, credit requirements vary by program.

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

Fine Arts, credit requirements vary by program.

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

Science/Technology, credit requirements vary by program.

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

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

Liberal Arts, credit requirements vary by program.

Students will pursue additional breadth in the Liberal Arts by selecting courses from any of the categories listed above.

Interdisciplinary, credit requirements vary by program.

To fulfill this requirement, students may select additional General Education courses, or any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the categories listed and to facilitate their exposure to a field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add breadth to their academic and professional knowledge base.

Program Length

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Associate Programs

The established "normal time" to complete a program is as follows: Education - 90 to 104 weeks, General Studies - 90 to 104 weeks, Health Professions - 90 to 106 weeks, Social and Behavioral Sciences - 90 to 114 weeks, Business and Information Technology - 90 to 106 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs

The established "normal time" to complete a program is as follows: Education - 206 to 222 weeks, General Studies - 204 to 206 weeks, Health Professions - 200 to 204 weeks, Nursing - 155 to 215 weeks, Nursing (Competency Based) - 48 weeks, Social and Behavioral Sciences - 200 to 225 weeks, Business and Information Technology - 200 to 204 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, social work, criminal justice and security, and public administration. The College provides innovative, relevant, and student-focused educational programs designed to prepare students for opportunities of service and leadership in the fields of social and behavioral sciences. These programs are developed and taught by highly skilled practitioners in their respective fields who emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Through individual and collaborative work in theory and practice, students can acquire the knowledge and skills needed for today's work environment.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Criminal Justice Administration is to equip adult learners with a fundamental understanding of the essential components comprising the American criminal justice system. Students will learn basic management, administrative and financial skills relative to criminal justice agencies. The program also strives to familiarize students with current trends, research techniques, and problem-solving methods in the discipline. This program is designed to bridge the gap between theory and practical application through core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply administrative practices within the criminal justice system.
- Apply professional dispositions and ethical conduct in criminal justice administration.
- Analyze procedures within criminal justice programs and public policies.
- Integrate research and theories in criminal justice administration.
- Evaluate innovative strategies for serving diverse populations within the criminal justice system.

Preferred Sequence and Prerequisites for the BSCJA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJA 316 ~	3 credits
Survey of Criminal Justice	
CJA 326 ~	3 credits
Ethics in Criminal Justice	
CJA 336 ~	3 credits
Diversity in Criminal Justice	
CJA 346 ~	3 credits
Theories of Criminology and Victimology	
CJA 356 ~	3 credits
Organizational Behavior and Management	
CJA 376 ~	3 credits
Interagency Communication	
CJA 386 ~	3 credits
Research Statistics	
CJA 416 ~	3 credits
Budget, Finance, and Planning	
CJA 426 ~	3 credits
Grant Writing and Funding	
CJA 436 ~	3 credits
Mental Health Services and Crisis Intervention	
CJA 446 ~	3 credits
Criminal Justice Policy Analysis and Program Evaluation	
CJA 456 ~	3 credits
Contemporary Issues and Futures in Criminal Justice	
CJA 476 ~	3 credits
Criminal Justice Problem-Solving Methods	
CJA 486 ~	3 credits
Administration Capstone	

The University reserves the right to modify the required course of study.

The Bachelor of Science in Criminal Justice degree program does not satisfy the requirements of the Minnesota Police Officer Standards and Training Board. Students will not qualify to be a police officer nor sit for the licensing exam in Minnesota upon successful completion of this program. The University's security and criminal justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a security and criminal justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

The University's security and criminal justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a security and criminal justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

General Information for the BSCJA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSCJA

All applicants are expected to meet the following admissions requirements:

- Signed Acknowledgement Form

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 42 credits
 - Electives - 42 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as:
Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- The capstone course (CJA 486) may not be taken concurrently with any other BSCJA required course of study courses.

Residency Requirements and Course Waivers for the BSCJA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 9 credits from their required course of study.

The following course in the required course of study may not be waived: CJA 486

General Education Requirements for the BSCJA

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences
Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking
Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN/201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use elective credits to waive the balance. Students must use elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Re-entry for the BSCJA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Industrial-Organizational Psychology

The following Bachelor of Science in Industrial-Organizational Psychology (BSIOP) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Industrial and Organizational Psychology is to prepare students to support healthy organizational cultures and to address organizational issues by applying psychological principles to personnel, administration, management, sales and marketing functions within an industrial and organizational setting. This program provides a foundation in Psychological theories and methodologies used by industrial organizational psychology practitioners, social, cognitive and motivational processes and ethics.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply psychological concepts to address employee and consumer related problems in industry.
- Students will examine psychological research related to organizational environments and evaluate strategies for managing complex organizational problems.
- Students will analyze government and industry regulations and demonstrate ethical decision-making and within an organizational context.
- Students will apply assessment tools to analyze organizational cultures and human assets.
- Students will evaluate effective leadership approaches and communication styles to advance differing organizational goals.

Program Purpose

The Bachelor of Science in Industrial-Organizational Psychology provides a foundation in psychology and its relevance and application to industry and organizational settings. This program does not lead to professional certification or licensure as a psychologist, counselor or other mental health practitioner.

Preferred Sequence and Prerequisites for the BSIOP - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSY 203 ~ <i>pre-requisite applies to Pathway B only</i>	3 credits
Foundations of Psychology	
PSY 205 ~ <i>pre-requisite applies to Pathway B only</i>	3 credits
Life Span Human Development	
PSY 245 ~	3 credits
Survey of Research and Statistics	
LDR 300 ~ <i>pre-requisite applies to Pathway B only</i>	3 credits
Innovative Leadership	
PSY 355 ~	3 credits
Motivational Processes in Human Psychology	
PSY 315 ~	3 credits
Statistical Reasoning in Psychology	
PSY 400 ~	3 credits
Social Psychology	
PSY 420 ~	3 credits
Theories of Behavior	
PSY 435 ~	3 credits
Industrial/Organizational Psychology	
IOP 455 ~	3 credits
Professional Ethics	
PSY 450 ~	3 credits
Diversity and Cultural Factors in Psychology	
IOP 460 ~	3 credits
Organizational Cultures	
IOP 470 ~	3 credits
Group Dynamics	
IOP 480 ~	3 credits
Assessment Tools for Organizations	
IOP 490 ~	3 credits
Capstone Project	

The University reserves the right to modify the required course of study.

General Information for the BSIOP

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.

- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSIOP

All applicants are expected to meet the following admissions requirements:

- Signed Hardware/Software Agreement

Degree Requirements for the BSIOP

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 57 credits
 - Required Course of Study - 45 credits
 - Required Program Electives (must include 9 upper division credits) - 18 credits
- A minimum of 45 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Industrial Organizational Psychology

General Education Requirements for the BSIOP

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Communication Arts, 6 credits
Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing
 Mathematics, 6 credits
Must include 6 credits of quantitative reasoning or higher
 Science and Technology, 6 credits
Must include at least three (3) credits in the physical or biological sciences
 Humanities, 6 credits
Pathway B must include: 3 credits in critical thinking
Must include: GEN 201
 Social Science, 6 credits
Pathway B must include: 3 credits in economics
Pathway B must include: 3 credits in psychology
 Additional Liberal Arts, 9 credits
 Interdisciplinary Component, 18 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.
Physical Education activity credits are limited to four (4) credits.

Academic Progression Requirements for the BSIOP

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIOB

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of 24 credits from their required course of study.
- The 18 Required Program Elective credits can be completed in a combination of the following areas Business, Communication, Culture, Diversity, Economics, Global Perspectives, Human Resource, Information Systems, Journalism, Leadership, Management, Marketing, and Media and must include 9 upper division credits. The 18 Required Program Elective credits may be satisfied by any of the following means:
 - UOPX coursework.
 - Transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date
- The following course(s) may not be waived: IOP 490

Re-Entry for BSIOB

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.

- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

**Bachelor of Science in Applied Psychology/
Concentration in Media and Technology**

The following Bachelor of Science in Applied Psychology/Concentration in Media and Technology (BSAP/MT) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Applied Psychology Program is to prepare students use psychology applications in contemporary life and employment settings such as business and industry, government, education, military and community agencies. This program provides a foundation in developmental, social, cognitive, and behavioral psychology with a concentration in the interactions and impacts of media and technology on humans.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply psychological theories and concepts when creating solutions to complex technology mediated human problems.
- Students will analyze existing behavioral research in designing solutions to complex human challenges associated with technology mediated social engagement and learning.
- Students will apply ethical standards to address, social media, cultural, and learning problems.

- Students will analyze complex human challenges associated with learning environmental, technology mediated social engagement and learning.
- Students will apply psychological principles and practices that advance social and technological communications.

Program Purpose

The Bachelor of Science in Applied Psychology provides a contemporary perspective on the applications of psychology to mediated communication, relationships and learning, and the roles technology plays in human interactions. This program does not lead to professional certification or licensure as a psychologist, counselor or other mental health practitioner.

Preferred Sequence and Prerequisites for the BSAP/MT -

Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSY 203 ~ *pre-requisite applies to Pathway B only*3 credits

Foundations of Psychology

PSY 205 ~ *pre-requisite applies to Pathway B only*3 credits

Life Span Human Development

IT 200 ~ *pre-requisite applies to Pathway B only*3 credits

Digital Skills for the 21st Century

PSY 245 ~3 credits

Survey of Research and Statistics

PSY 390 ~3 credits

Learning and Cognition

PSY 315 ~3 credits

Statistical Reasoning in Psychology

PSY 340 ~3 credits

Biological Foundations in Psychology

PSY 405 ~3 credits

Theories of Personality

APMT 315 ~3 credits

Technology and Society

PSY 400 ~3 credits

Social Psychology

PSY 420 ~3 credits

Theories of Behavior

APMT 430 ~3 credits

Social Media and Human Interaction

APMT 440 ~3 credits

Influence of Media on Behavior

APMT 460 ~3 credits

Cyber Communications

APMT 470 ~3 credits

Digital Learning

The University reserves the right to modify the required course of study.

General Information for the BSAP/MT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.

- ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSAP/MT

All applicants are expected to meet the following admissions requirements:

- Signed Hardware/Software Agreement

Degree Requirements for the BSAP/MT

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 57 credits
 - Required Course of Study - 45 credits
 - Required Program Electives (must include 9 upper division credits) - 18 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- Concentrations or emphases are reflected on the transcript only and will not appear on the diploma.

The diploma awarded for this program will read as:

Bachelor of Science in Applied Psychology

General Education Requirements for the BSAP/MT

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 9 credits

Interdisciplinary Component, 18 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

Academic Progression Requirements for the BSAP/MT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSAP/MT

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of 24 credits from their required course of study.
- The 18 Required Program Elective credits can be completed in a combination of the following areas Business, Communication, Culture, Diversity, Economics, Global Perspectives, Human Resource, Information Systems, Journalism, Leadership, Management, Marketing, and Media and must include 9 upper division credits. The 18 Required Program Elective credits may be satisfied by any of the following means:
 - UOPX coursework.

- Transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.

Re-Entry for BSAP/MT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

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COLLEGE OF HEALTH PROFESSIONS

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase. Medical and health service managers employment are projected to grow by 18 percent from 2018 to 2028.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® College of Health Professions will equip you with the leading-edge training you need to succeed in today's dynamic health care environment and to effectively tackle tomorrow's challenges.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate a health care organization from a market-based perspective.
- Evaluate financial and economic issues in the health care industry.
- Evaluate the impact of legal and regulatory requirements on the delivery of health care.
- Evaluate the application of risk and quality management concepts in the health care industry.
- Analyze the utilization and application of technology within a health care organization.
- Evaluate management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 ~ (*Prerequisite Required for Pathway B Only*) 3 credits
Medical Terminology for Health Care Professionals

HCS 131 ~ 3 credits

Business Communication Skills for Health Care Professionals

HCS 235 ~ 3 credits

Health Care Delivery in the U. S.

HCIS 140 ~ 3 credits

Fundamentals of Electronic Health Records

BSHA Core Courses

HCS 305 ~ 3 credits

Health Care Professional Development

HCS 335 ~ 3 credits

Health Care Ethics and Social Responsibility

HCS 325 ~ 3 credits

Health Care Management

HCS 370 ~ 3 credits

Organizational Behavior

HCS 341 ~ 3 credits

Human Resources in Health Care

HCS 380 ~ 3 credits

Health Care Accounting

HCS 385 ~ 3 credits

Health Care Finance

HCS 490 ~ 3 credits

Health Care Consumer - Trends and Marketing

HCS 457 ~ 3 credits

Public and Community Health

HCS 483 ~ 3 credits

Health Care Information Systems

HCS 451 ~ 3 credits

Health Care Quality Management and Outcomes Analysis

HCS 465 ~ 3 credits

Health Care Research Utilization

HCS 499 ~ 3 credits

Health Care Strategy Capstone

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

The College of Health Professions recommends students select and complete all courses within one elective track.

General Health Administration Elective Track:

HCS 430 ~	3 credits
Legal Issues in Health Care: Regulation and Compliance	
HCS 446 ~	3 credits
Facility Planning	
HCS 455 ~	3 credits
Health Care Policy: The Past and the Future	
HCS 456 ~	3 credits
Risk Management	

HCS 475 ~	3 credits
Leadership and Performance Development	

Health Information Systems Track:

HCIS 410 ~	3 credits
Project Planning and Implementation in Health Care	
BSA 376 ~	3 credits
Systems Analysis and Design	
NTC 361 ~	3 credits
Network and Telecommunications Concepts	
DBM 381 ~	3 credits
Database Concepts	
HCIS 420 ~	3 credits
Information Systems Risk Management in Health Care	

Retail Health Management Track:

RHM 410 ~	3 credits
The Landscape of Health Care in Retail Health Clinics	
RHM 420 ~	3 credits
The Management of Retail Health Clinics	
RHM 430 ~	3 credits
Technology and Digital Health Care in Retail Health Clinics	
RHM 440 ~	3 credits
Regulatory and Compliance in the Retail Health Environment	
RHM 450 ~	3 credits
Retail Health Financial Strategies	

Lifespan Management Track

LSM 404 ~	3 credits
Introduction to Lifespan Management	
LSM 412 ~	3 credits
Management within the Lifespan Industry	
LSM 417 ~	3 credits
Regulations in Lifespan Management	
LSM 423 ~	3 credits
Financial Strategies for Lifespan Management	
LSM 429 ~	3 credits
Lifespan Management Capstone	

The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
 - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Students who choose to complete an En-route credential as part of their BSHA program will complete that coursework online. En-route credentials are not offered at the Florida campuses.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study (BSHA) - 51 credits
 - Upper Division Health Administration Electives - 15 credits
 - Electives - 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: HCS 245

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Nevada campus students must complete three (3) credits in Nevada Constitution. This does not include Nevada students attending online.

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students may use coursework worth a minimum of two semester credits to satisfy the three credits for HCS/245 provided it is comparable with content similar to one of the following: Medical Nursing, Surgical Nursing, Anatomy and/or Physiology, Pathophysiology, Disease Management, and Population Health. Students will be required to make up the credits with other Science and Technology General Education credits to meet the minimum requirements.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505..... 3 credits

Systems Thinking in health care environments

MHA 507..... 3 credits

Leveraging informatics in the health sector

MHA 508..... 3 credits

Navigating the regulatory environment in health care

MHA 542..... 3 credits

Leading with authenticity in the health sector

MHA 560..... 3 credits

Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
 - HCS 499 Health Care Strategy Capstone
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Residency Requirements and Course Waivers for the BSHA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

The Bachelor of Science in Health Management

The following Bachelor of Science in Health Management (BSHM) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Management (BSHM) degree program is designed to develop the professional knowledge and skills of managers in a dynamic and evolving health care industry. Students who have existing credits from health-related programs will be prepared for management opportunities in the health care industry. The program focuses on providing knowledge and skills for strategic decision making, regulatory compliance, finance, and technology.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate financial strategies related to the management of health care organizations.
- Evaluate regulatory guidelines that impact the health care industry.
- Evaluate technology factors that impact the health care industry.
- Evaluate management principles and strategies within health care organizations.

BSHM Program Category Requirements- Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Health Care Electives, 12 total credits

Health Care Business Communications, 3 total credits

HCS 321 ~3 credits
Business Communication for Health Care Managers

Management, 12 total credits

HCS 325 ~3 credits
Health Care Management

HCS 341 ~3 credits
Human Resources in Health Care

HCS 370 ~3 credits
Organizational Behavior

HCS 412 ~3 credits
Project Management for Health Care Professionals

Ethics and Social Responsibility, 3 total credits

HCS 335 ~3 credits
Health Care Ethics and Social Responsibility

Technology, 3 total credits

HCS 487 ~3 credits
Technology and Systems Approach for Health Care Managers

Data, 3 total credits

HCS 493 ~3 credits
Data Analytics for Health Care Managers

Regulatory, 3 total credits

HCS 468 ~3 credits
Regulatory and Compliance within the Health Care Industry

Marketing, 3 total credits

HCS 472 ~3 credits
Marketing in the Health Care Industry

Finance, 3 total credits

HCS 385 ~3 credits
Health Care Finance

Strategy, 3 total credits

HCS 498 ~3 credits
Strategic Decision Making for Health Care Managers

The University reserves the right to modify the required course of study as necessary.

General Information for the BSHM

- Applicants who disclose a previously completed associate's degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate's degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSHM

All applicants are expected to meet the following admissions requirements:

- Applicants must have a minimum of 30 program applicable college-level credits.

Degree Requirements for the BSHM

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study - 36 credits
 - Health Care Electives - 12 credits
 - Electives - 27 credits
- A minimum of 36 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Management

General Education Requirements for the BSHM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Nevada campus students must complete three (3) credits in Nevada Constitution. This does not include Nevada students attending online.

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSHM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.

- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- Students must successfully complete 12 credits of the Health Care Electives and math and English proficiencies prior to entry in HCS 321.

Minimum Grade Requirements for the BSHM

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University
 - HCS 498 Strategic Decision Making for Health Care Managers
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHM program.

Residency Requirements and Course Waivers for the BSHM

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of six (6) upper division credits from their required course of study.

- The 12 credit Health Care Elective requirement will not be included in the maximum credits that can be waived from the required course of study and may be satisfied by any of the following means:
 - Any upper and/or lower division Health Care UOPX coursework.
 - Any lower division, upper division or graduate Health Care transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
 - Lower or upper division Health Care National Testing Program exams that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
 - Lower or upper division Health Care American Council on Education recommended (Military) credits that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
 - Lower or upper division Health Care Prior Learning Assessment (PLA) credits awarded to activities completed within the past ten (10) years from current program enrollment agreement sign date.
- The following course(s) and their equivalents may not be waived: HCS 498

MHA Pathway Policy for the BSHM

Bachelor of Science in Health Management (BSHM) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505	3 credits
Systems Thinking in Health Care Environments	
MHA 507	3 credits
Leveraging Informatics in The Health Sector	
MHA 508	3 credits
Navigating The Regulatory Environment In Health Care	
MHA 542	3 credits
Leading With Authenticity in The Health Sector	
MHA 560	3 credits
Creating A Sustainable Legacy: Healthy Communities	

Re-entry for the BSHM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF HEALTH PROFESSIONS

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Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® College of Health Professions will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle tomorrow's challenges.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate a health care organization from a market-based perspective.
- Evaluate financial and economic issues in the health care industry.
- Evaluate the impact of legal and regulatory requirements on the delivery of health care.
- Evaluate the application of risk and quality management concepts in the health care industry.
- Analyze the utilization and application of technology within a health care organization.
- Evaluate management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 ~ (*Prerequisite Required for Pathway B Only*) 3 credits
Medical Terminology for Health Care Professionals

HCS 131 ~ 3 credits

Business Communication Skills for Health Care Professionals

HCS 235 ~ 3 credits

Health Care Delivery in the U. S.

HCIS 140 ~ 3 credits

Fundamentals of Electronic Health Records

BSHA Core Courses

HCS 305 ~ 3 credits

Health Care Professional Development

HCS 335 ~ 3 credits

Health Care Ethics and Social Responsibility

HCS 325 ~ 3 credits

Health Care Management

HCS 370 ~ 3 credits

Organizational Behavior

HCS 341 ~ 3 credits

Human Resources in Health Care

HCS 380 ~ 3 credits

Health Care Accounting

HCS 385 ~ 3 credits

Health Care Finance

HCS 490 ~ 3 credits

Health Care Consumer - Trends and Marketing

HCS 457 ~ 3 credits

Public and Community Health

HCS 483 ~ 3 credits

Health Care Information Systems

HCS 451 ~ 3 credits

Health Care Quality Management and Outcomes Analysis

HCS 465 ~ 3 credits

Health Care Research Utilization

HCS 499 ~ 3 credits

Health Care Strategy Capstone

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

The College of Health Professions recommends students select and complete all courses within one elective track.

General Health Administration Elective Track:

HCS 430 ~	3 credits
Legal Issues in Health Care: Regulation and Compliance	
HCS 446 ~	3 credits
Facility Planning	
HCS 455 ~	3 credits
Health Care Policy: The Past and the Future	
HCS 456 ~	3 credits
Risk Management	
HCS 475 ~	3 credits
Leadership and Performance Development	

Health Information Systems Track:

HCIS 410 ~	3 credits
Project Planning and Implementation in Health Care	
BSA 376 ~	3 credits
Systems Analysis and Design	
NTC 361 ~	3 credits
Network and Telecommunications Concepts	
DBM 381 ~	3 credits
Database Concepts	
HCIS 420 ~	3 credits
Information Systems Risk Management in Health Care	

Retail Health Management Track:

RHM 410 ~	3 credits
The Landscape of Health Care in Retail Health Clinics	
RHM 420 ~	3 credits
The Management of Retail Health Clinics	
RHM 430 ~	3 credits
Technology and Digital Health Care in Retail Health Clinics	
RHM 440 ~	3 credits
Regulatory and Compliance in the Retail Health Environment	
RHM 450 ~	3 credits
Retail Health Financial Strategies	

Lifespan Management Track

LSM 404 ~	3 credits
Introduction to Lifespan Management	
LSM 412 ~	3 credits
Management within the Lifespan Industry	
LSM 417 ~	3 credits
Regulations in Lifespan Management	
LSM 423 ~	3 credits
Financial Strategies for Lifespan Management	
LSM 429 ~	3 credits
Lifespan Management Capstone	
The University reserves the right to modify the required course of study as necessary.	

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
 - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study (BSHA) - 51 credits
 - Upper Division Health Administration Electives - 15 credits
 - Electives - 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: HCS 245

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Students may use coursework worth a minimum of two semester credits to satisfy the three credits for HCS/245 provided it is comparable with content similar to one of the following: Medical Nursing, Surgical Nursing, Anatomy and/or Physiology, Pathophysiology, Disease Management, and Population Health. Students will be required to make up the credits with other Science and Technology General Education credits to meet the minimum requirements.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505..... 3 credits

Systems Thinking in health care environments

MHA 507..... 3 credits

Leveraging informatics in the health sector

MHA 508..... 3 credits

Navigating the regulatory environment in health care

MHA 542..... 3 credits

Leading with authenticity in the health sector

MHA 560 3 credits

Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
 - HCS 499 Health Care Strategy Capstone
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Residency Requirements and Course Waivers for the BSHA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF NURSING

Programs in the College of Nursing are designed to support the career advancement and educational needs of registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry—from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment—today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® College of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- College of Nursing Programs

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

International Nursing Honor Society

The mission of Sigma is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of Sigma, a virtual chapter that supports members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

Sigma has more than 135,000 active members who reside in more than 100 countries. There are roughly 540 chapters at more than 700 institutions. To learn more about Sigma visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at

<https://omicrondelta.sigmanursing.org/home>

Academic Progression Requirements for all Current Nursing Programs

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN, DNP, and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of the program handbook) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN) is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

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

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate evidence-based, holistic, patient-centered care that reflects knowledge of the health-illness continuum.
- Students will Implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Students will demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Students will apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Students will incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Students will integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Students will utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

The Registered Nurse to Bachelor of Science in Nursing is a post-licensure education program designed for nurses with an active and unencumbered RN license who wish to obtain a bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills and knowledge to make clinical decisions that will result in positive patient outcomes and support healthcare systems.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302.....	3 credits
Professional Contemporary Nursing Role and Practice	
NSG 416 ~	3 credits
Theoretical Development and Conceptual Frameworks	
HSN 376 ~	3 credits
Health Information Technology for Nursing	
NSG 451 ~	3 credits
Professional Nursing Leadership Perspectives	
NSG 456 ~	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 426 ~	3 credits
Integrity in Practice: Ethic and Legal Considerations	
HSN 476 ~	3 credits
Healthcare Policy and Financial Management	
*NSG 486 ~	3 credits
Public Health: Health Promotion and Disease Prevention	
*NSG 482 ~	3 credits
Promoting Healthy Communities	
NSG 468 ~	3 credits
Influencing Quality within Healthcare	
NSG 498 ~	3 credits
Senior Leadership Practicum	
<i>*Students residing in California are required to take NSG 486CA and NSG 482CA:</i>	
NSG 486CA ~	3 credits
Public Health: Health Promotion and Disease Prevention	
NSG 482CA ~	3 credits
Promoting Healthy Communities	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- Completion of a nursing diploma; an associate degree in nursing or post-secondary diploma in nursing from a college or university with approved institutional accreditation or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- The Lower Division Nursing requirement will be satisfied using students valid unrestricted / unencumbered RN license.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- RN-BSN Pathway Agreement Concurrent Enrollment Students Only: Applicants transferring to University of Phoenix with a completed Associate degree in nursing from an approved Pathway Agreement Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Agreement Transfer Guide. Prior to enrolling into the BSN program applicants must:
 - Have a signed Concurrent Enrollment Memorandum of Understanding on file.
 - Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the University of Phoenix under the ND-NURSE 001 Non-degree program code.
 - Meet all other BSN admission requirements.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 47 credits
 - Required Course of Study - 33 credits
 - Lower Division Nursing - 40 credits
- A minimum of 33 upper division credits.
- A maximum of 87 lower division credits
- A minimum grade point average (GPA) of 2.0.
- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- All students enrolling in the BSN program will take NSG 302 as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Satisfy University Proficiency Requirements
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482CA, NSG 486CA.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 482CA, NSG 486CA, and NSG 498

General Education Requirements for the BSN

A minimum of 47 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

ENG/220, *equivalent or higher*

Mathematics, 6 credits

Must include 6 credits of statistics or higher.

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Interdisciplinary Requirements, 11 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.

Note: Six (6) upper division Nursing Pathway course credits may be applied to the interdisciplinary category.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Nursing Pathway for BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF

- NSG 511
- NSG 512

Re-entry for the BSN

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

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COLLEGE OF EDUCATION

The College of Education offers undergraduate programs designed for future educators combining content and pedagogical preparation. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements. The College of Education offers associate level degree programs designed to provide content knowledge in areas such as English/language arts, fine arts, math, science, and social studies, as well as foundational coursework in education.

Bachelor of Science in Liberal Studies (California)

The following Bachelor of Science in Liberal Studies (BSLS) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Liberal Studies (BSLS) is an undergraduate liberal studies program that combines content and pedagogical preparation required for multiple subject credential candidates. Field experiences are integrated throughout the program, with a culminating student teaching experience. The program and field experiences are designed to emphasize mastery of state standards with ongoing assessment to measure candidate competency. View state licensure requirements for this program: <https://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html>

This program, which leads to certification or licensure, is only approved in California. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates seeking to continue in a teacher licensure program outside of California, would be required to update to a comparable Arizona based program. Programs are available in select states. Candidates must update their current address and contact their Academic Advisor immediately when such changes occur to ascertain the effect upon their program. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the possible change upon their ability to progress in the program.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Purpose

The Bachelor of Science in Liberal Studies is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit <https://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html> to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

EDU 300CA ~ *prerequisite only applies to Pathway B*..... 0 credits

Orientation to Teacher Education

Introductory Course, 3 total credits

GEN 201..... 3 credits

Foundations for University Success

GEN 127..... 3 credits

University Studies for Success

Foundations of Education, 3 total credits

EDU 301CA ~..... 3 credits

Foundations of Education

Education Models & Theories, 6 total credits

EDU 311CA ~..... 3 credits

Models and Theories of Instruction

EDU 321CA ~..... 3 credits

Classroom Management

Human Development, 3 total credits

EDU 305CA ~..... 3 credits

Child Development

Reading, 3 total credits

RDG 420CA ~..... 3 credits

Elementary Methods: Reading and Language Arts

Special Populations, 6 total credits

SPE 300CA ~..... 3 credits

Orientation to the Exceptional Child

ELL 300 ~..... 3 credits

Instruction and Assessment of English Language Learners

Elementary Methods & Assessment, 6 total credits

EED 436CA ~3 credits

Elementary Methods: Social Science and Fine Arts

EED 438CA ~3 credits

Elementary Methods: Mathematics and Science

Field Experience and Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:

EED 498CA ~4 credits

Elementary Student Teaching, Seminar I

EED 499CA ~4 credits

Elementary Student Teaching, Seminar II

Students with no prior completion of a TPA course as of 1/1/2018 and later:

EED 491CA ~4 credits

Elementary Clinical Practice A

EED 492CA ~4 credits

Elementary Clinical Practice B

TPA, 2 total credits

Students who began TPA 001 prior to 1/1/2018:

TPA 001 ~ *obsolete 7/1/2020* 1 credit

Subject Specific Pedagogy

TPA 002 ~ *obsolete 7/1/2020* 1 credit

Designing Instruction

Students with no prior completion of a TPA course as of 1/1/2018 and later:

TPA 100 ~ 1 credit

TPA Planning and Instruction

TPA 200 ~ 1 credit

TPA Instruction and Assessment

The University reserves the right to modify the required course of Study.

General Information for the BSLS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement. admission application will be placed in Pathway B.
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

Additional Admission Requirements for the BSLS

All applicants are expected to meet the following admissions requirements:

- A signed New Student Checklist.

- Students who reside outside of the state of California are not eligible to apply.
- For students with an admission application or program change enrollment agreement signed prior to 1/1/2018: a signed CalTPA Code of Honor
- Students who have previously completed an Associate degree for transfer in Elementary Teacher Education, Early Childhood, Child and Adolescent Development, or in a similarly related education field in the state of California with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, will be considered as satisfying 48 general education credits within the program. This includes the following: 12 credits in English/Language Arts, 3 credits in Mathematics, 12 credits in Physical/Biological Science, 12 credits in Social Studies, and 9 credits in Fine Arts. The transfer coursework will be applied as a block at the time of admission to the program.

Students using this policy will need to meet the following conditions:

- Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy
- Complete 9 credits in English/Language Arts (3 credits in American Literature, 3 credits in College Composition, and RDG 201CA)
- Complete 9 credits in Mathematics (3 credits in Quantitative Reasoning, MTH 213, and MTH 214)
- Complete 3 credits in Social Studies (HIS 110CA)
- Complete 6 credits in Humanities (HUM 375CA and PHL 310CA)
- Complete 6 credits in Health/Physical Education (3 credits in Human Nutrition and HPE 270)
- Meet all pre-requisite, proficiency, and/or state specific content requirements as outlined in the program policies.

Candidacy Status for the BSLS

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of EDU 301CA. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.

- Completion of all General Education Requirements
- Demonstration of basic skills proficiency

Students who reside in California and are enrolled in a California approved program (BSLS) must meet approved basic skills proficiency as determined by the California Commission on Teacher Credentialing.

- Verification of Certificate of Clearance
- Must provide one of the following verifications:
 - The candidate provides evidence of having passed the appropriate subject matter examination(s).

- The candidate provides evidence of having attempted the appropriate subject matter examination(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- Verification of negative TB test results, or other approved TB clearance documentation.

Note: Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSLS

- Completion of a minimum of 121 credits that include the following distribution:
 - A minimum of 43 upper division credits.
 - A minimum of 81 of the 121 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.5.
- Completion of Teacher Performance Assessment
- Satisfactory completion of student teaching.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Record (100 hours).
- All Students must complete the minimum number of credits required by their degree program.
- The diploma awarded for this program will read as: Bachelor of Science in Liberal Studies

Academic Progression Requirements for the BSLS

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of General Education requirements.
- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series categories which will contribute to fulfillment of General Education requirements:
 - Psychology - 3 credits - PSY 110
 - College level research and writing - 6 credits - ENG 100, ENG 200
 - Economics - 3 credits - FP 100
 - Critical thinking - 3 credits - HUM 115
- Concurrent enrollment is prohibited during any of the Phoenix Success Series courses.
- The Phoenix Success Series must be completed within the first 6 courses upon enrollment and prior to beginning the required course of study. The Phoenix Success Series contributes to fulfillment General Education and elective requirements.

Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.

Students have the following options to fulfill proficiency:

- Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement

- Comparable transfer coursework from a college or university with approved institutional accreditation, or credit recommended by the American Council on Education transfer activity that meets the following requirements:
 - Grade of C- or better (or academic equivalent)
 - At least 2 semester credits
 - Eligible to receive general education credits
- National College Credit Recommendation Service (NCCRS) credit recommendations
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
- Demonstrate competency by meeting the minimum passing score on a UOPX approved placement exam.

Students who satisfy the English and/or math proficiency and sign a new Enrollment Agreement may carry forward the completed proficiency into their new program/version provided they have remained in continuous attendance according to the University's Academic Program Re-entry policy.

Candidates must provide verification of the following prior to beginning student teaching. Candidates must provide:

- Verification of content knowledge mastery prior to student teaching (CSET content exam)
 - The validity period of passing exam scores is determined by each state at their discretion. The College of Education accepts exam scores that are no more than 10 years old. Candidates may be required to retake their exams if the exam scores are no longer valid in their state.
- Candidates who have successfully completed TPA 001 prior to 1/1/2018 and who begin their Student Teaching before 7/1/2020 -: Passing score on CalTPA 1 (Subject- Specific Pedagogy) and CalTPA 2 (Designing Instruction)
- Completion of all coursework prior to Student Teaching Seminar I & II with a 2.5 program GPA
- Verification of the completion of 100 hours of field experience.
- All students who begin their Student Teaching 7/1/2020 or later, must take the edTPA Student Teaching courses and pass edTPA in order to be eligible for licensure.

Candidates will be required to have a 2.5 GPA for the program at the time they apply for the student teaching experience and prior to the approval of their student teaching experience.

A candidate must earn a grade of "C" or better in the following course. Grades of "I" and "C-" are not accepted: HIS 110

Minimum Grade Requirements for the BSLS

- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: EED 498CA, EED 499CA, EED 491CA, EED 492CA
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the BSLs

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at UOPX.

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver with credit for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 305CA or HIS 110CA constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213CA and MTH 214CA requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EED 491CA, EED 492CA, EED 498CA, EED 499CA, GEN 127, GEN 201

General Education Requirements for the BSLs

A minimum of 81 of the 121 credits must be in the general education areas approved by the University.

English/Language Arts, 21 credits

Must include the following:

Pathway B must include: 3 credits in critical thinking

*Pathway B must include: 3 credits in college-level research and writing
6 credits in Writing (RDG 201CA)*

3 credits in Communication

3 credits in Linguistics

3 credits in American Literature

3 credits in Reading

Note: The 3 credits in college-level research and writing required for Pathway B students applies towards the 6 credits in Writing requirement.

Note: Pathway A students are not required to complete 3 credits in critical thinking and may take any English/Language Arts course applicable to the required categories listed to satisfy their 3 remaining credits.

Mathematics, 12 credits

Must include: MTH 213 & MTH 214

Must include 6 credits of quantitative reasoning or higher

Physical/Biological Science, 12 credits

Must include the following:

3 credits in Physics

3 credits in Biology

3 credits in Chemistry

3 credits in Earth Science

Social Studies, 15 credits

Must include the following:

6 credits in World History

3 credits in CA History (HIS 305)

6 credits in U.S. History (HIS 110CA)

Fine Arts, 9 credits

Must include: ARTS 100, ARTS 230, and ARTS 340

Humanities, 6 credits

Must include: HUM 375CA and PHL 310CA

Health/Physical Education, 6 credits

Must include the following:

3 credits in Health/PE (HPE 270)

3 credits in Human Nutrition

Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by an approved institutional accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University.

In order to satisfy RDG 201CA with transfer coursework, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).

Coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory will be accepted towards student's degree requirements.

The following courses may not be satisfied by transfer coursework or nontraditional credit (i.e. PLA, NTP, Military, ACE, etc.) and must be completed at UOPX: HUM 375CA, PHL 310CA

All undergraduate students are required to complete the minimum general education credits required by their program version.

Students who lack .67 or fewer general education credits may use liberal arts credits to satisfy the balance in order to complete the minimum general education credits required for their program.

Field Experience for BSLS

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. As part of the verified field experiences, candidates must also complete guided field experience requirements. The guided field experience requirements will be satisfied through the completion of Guided Field Experience assignments in specific courses required by the candidate's program. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. Candidates must be placed for field experience by the campus. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the BSLS

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Liberal Studies program. Candidates must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Candidates must complete a total of two placements, one in each of the two elementary grade levels: K-2 and 3-6. These placements must be in self-contained classroom settings in which the candidate teaches the four core subject areas - English language arts, math, social studies, and science - to the same group of students.
 - Enrollment Agreements signed prior to 7/1/2021: One placement is seven weeks and the other placement is eight weeks.
 - Enrollment Agreements signed 7/1/2021 or later: One placement is eight weeks and the other placement is nine weeks.
- Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or "W"), the student will receive a grade of "F" for the course, they will be Scholastically Disqualified and they must repeat the course.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.

- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
 - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two student teaching attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
 - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of student teaching:
 - Candidates that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two student teaching attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
 - Candidates that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Candidates that do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Candidates should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
 - Enrollment Agreements signed prior to 7/1/2021: Candidates must complete a minimum of 15 weeks of student teaching.
 - Enrollment Agreements signed 7/1/2021 or later: Candidates must complete a minimum of 17 weeks of student teaching.
- Candidates must complete a minimum of 8 credit hours of student teaching, including the completion of a Teaching Performance Assessment.
- Student teaching cannot be waived unless a documented exception exists in program policy. SAC appeals to waive student teaching will not be accepted.

Re-entry for the BSLS

Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.

Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.

Missouri, Montana, New Jersey, New Mexico, Puerto Rico, Texas and Wyoming residents: seeking to re-enter an Arizona-approved program who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Effective for California residents with an enrollment agreement signed 1/1/2020 or later: Candidates re-entering a teacher licensure program must complete the edTPA Student Teaching courses. Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSLS

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).

- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- All students obtaining an IR after 7/1/2020, must complete edTPA. The IR will not be issued unless evidence of passing edTPA is provided.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).
- Candidates must provide verification of current and appropriate CPR certification, as defined by the California Commission on Teacher Credentialing, prior to being recommended for their credential.
- Candidates must pass the RICA exam.
- Candidates must pass their Teacher Performance Assessment

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA/001: Subject-Specific Pedagogy (course and assessment) and TPA/002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are required in order to be provided with an Institutional Recommendation. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.
- Candidates who are unable to pass Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction after the allotted number of attempts are permanently removed from the program.
TPA 1 and TPA2 = 3 attempts
- Students who transfer into the BSLS program and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

GRADUATE PROGRAMS

Admission Procedures

Application Process

Students seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

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

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

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States (US) to meet admission requirements may enroll in University of Phoenix (UOPX) courses prior to official admission only if they meet all the following requirements:

- If residing in the US, have an appropriate immigrant or nonimmigrant status that does not prohibit educational studies;
- Graduate applicants must have a pre-evaluation completed by the Office of Admissions and Evaluation indicating that the applicant has the appropriate academic background to meet admission requirements;
- Must satisfy all other program-specific admission requirements.

Applicants who have earned an undergraduate degree, or other

transfer credit, from an institution outside of the US, but who have earned a master's degree from a college or university with approved institutional accreditation are eligible to enroll with the University at the graduate level. All program-specific admission requirements must have been satisfied by the master's degree.

Undergraduate applicants relying on educational credentials from an institution outside of the US may enroll in UOPX courses upon the completion of their Admission Application and Enrollment Agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the US, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation. These are used to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes, previous academic credentials earned outside of the US must meet the University's verification standards prior to rendering an official admission or transfer credit decision. Verification of previous academic credentials earned outside of the US can be satisfied by one the following methods:

- Receipt and verification of official academic credentials issued directly to UOPX by the applicant's previous institution;
- Receipt and verification of official academic credentials held in possession of the applicant as the official record of academic studies conducted in the applicant's specific country;
- Receipt and verification of official correspondence issued directly to UOPX by the applicant's previous institution indicating that copies of academic credentials and/or level study is valid;
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admissions and Evaluation.

For applicants with academic records from colleges or universities earned outside of the US with approved institutional accreditation, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the US are considered comparable to US secondary completion credentials and do not need to be validated unless required by the applicant's state or jurisdiction.

Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies are included with each program's admission requirements.

If documents are issued to UOPX in a language other than English, the applicant will be required to obtain an official translation and submit it to UOPX. Translations must be completed and verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate, or by the Office of Admissions and Evaluation at UOPX if translation services are provided for that specific language.

The University is authorized under federal law to enroll nonimmigrant applicants. UOPX only issues Forms I-20/A-B to border commuters and approved doctoral applicants during their residency in the US. Form I-20/A-B is required by applicants who need to obtain F-1 (Student) visas to attend school in the US. The University is only authorized to issue the I-20 for applicants who will attend specific campus locations and programs recorded with the Department of Homeland Security.

Admission of international applicants will only be made as permitted by US law. UOPX will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For purposes of this policy an international applicant is defined as a non-US citizen or an applicant with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

All academic credentials sent to UOPX will become the possession of UOPX and will not be returned to applicants unless prior approval was granted by the Office of Admission and Evaluation.

Admission Deadlines

University of Phoenix (UOPX) cannot guarantee that students who begin coursework will be admitted to their degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth UOPX course. Students who are unable to be admitted by the completion of their fourth UOPX course will be administratively withdrawn from the University and placed in Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix (UOPX).

- No appeals will be accepted for students expelled from UOPX.
- Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Students who fail to disclose all prior colleges and universities attended on their Admission Application may be charged under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Graduate Admission Requirements

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

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- or-
- Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
- or-
- Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- or-
- Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.
- or-
- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- or-
- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- or-
- Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
- or-
- Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.

- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Unless excused because of religious belief or medical condition, students attending a physical campus in Nevada are required to submit to the University proof of immunity to Tetanus, Diphtheria (Td or Tdap), and Measles, Mumps, Rubella (MMR). Students under 23 years of age and having fewer than 24 credits must also submit to the University proof of immunity against Meningitis; vaccination with at least one dose of a quadrivalent meningococcal conjugate vaccine (MenACWY) on or after age 16 will satisfy this requirement.

Program Length

The anticipated "normal time" to complete a master level program is as follows: Education - 71 to 94 weeks, Health Professions (single degree) - 84 to 102 weeks, Health Professions (Competency Based) - 48 weeks, Health Professions (dual degree) - 117 to 147 weeks, Nursing (single degree) - 92 to 100 weeks, Nursing (MSN/FNP) - 165 weeks, Nursing (dual degree) - 140 to 164 weeks, Social and Behavioral Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 114 weeks, Social and Behavioral Sciences (Counseling) - 132 to 179 weeks, Business and Information Technology - 78 to 102 weeks, Business and Information Technology (Competency Based) - 48 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load successfully completes each attempted course and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, social work, criminal justice and security, and public administration. The College provides innovative, relevant, and student-focused educational programs designed to prepare students for opportunities of service and leadership in the fields of social and behavioral sciences. These programs are developed and taught by highly skilled practitioners in their respective fields who emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Through individual and collaborative work in theory and practice, students can acquire the knowledge and skills needed for today's work environment.

Master of Science in Counseling/Marriage, Family and Child Therapy (California)

The following Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling degree program with a specialization in Marriage, Family, and Child Therapy provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MFCT specialization provides client-centered advocacy to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients achieve their goals. The program encompasses foundations of counseling and guidance including theories and their application with individuals, groups, and families, lifespan development, resilience, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. In addition, the specialization covers cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. The program meets the 2012 California MFT requirements.

View state licensure requirements for this program: <https://www.phoenix.edu/colleges/college-of-social-and-behavioral-sciences/state-requirements.html>

Program Purpose

The Master of Science in Counseling/ Marriage, Family and Child Therapy degree program meets the California Licensed Marriage Family and Child Therapy (LMFT) and Licensed Professional Clinical Counselor (LPCC) educational requirements for registration with the Board of Behavioral Sciences (BBS) as an Associate Marriage and Family Therapist (AMFT) and an Associate Professional Clinical Counselor (APCC). Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to

sit for the LMFT and LPCC licensure exams in California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will demonstrate knowledge, skills and dispositions key to success in professional counseling, advocacy, and ethical practice.
- Students will demonstrate knowledge, skills and dispositions in social and cultural diversity that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
- Students will demonstrate an understanding of human growth and development to include wellness, the importance of mindbody interactions and their effect on physical and psychological well-being; the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
- Students will demonstrate an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
- Students will demonstrate an understanding of counseling and helping relationships to include philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper self-understanding and self-development; facilitation of client or consultee change; and techniques for prevention and intervention.
- Students will demonstrate an understanding of group counseling and group work to include group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills, and other group approaches.
- Students will demonstrate an understanding of assessment and testing to include group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals, and use of appraisal results in helping processes.
- Students will demonstrate an understanding of counseling research and program evaluation to include types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.

- Students will demonstrate effective communication in the classroom and workplace.

MFCT-Specific Program Student Learning Outcomes

- The student will be able to apply historical, philosophical, and theoretical foundations of marriage, family, and child counseling in all aspects of professional practice.
- The student will be able to apply culturally responsive marriage, family, and child counseling, prevention, and intervention in all aspects of professional practice.

MSC/MFCT Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CNSL 502.....	0 credits
Graduate Portfolio I	
CCMH 510 ~	3 credits
Multi-Cultural Issues in Mental Health Counseling	
CCMH 504 ~	3 credits
Individual and Family Development Across the Life Span	
CCMH 506 ~	3 credits
Personality Theories and Counseling Models	
MFCC 551CA ~	3 credits
Legal and Ethical Issues in Marriage and Family Therapy	
CCMH 551 ~	3 credits
Individual Counseling	
CCMH 525 ~	3 credits
Research Methods for Mental Health Counselors	
CCMH 535 ~	3 credits
Psychometrics	
CCMH 544 ~	3 credits
Introduction to Clinical Assessment	
CCMH 548 ~	3 credit
Psychopathology: Advanced Clinical Assessment	
CNSL 556 ~	0 credits
Portfolio II	
MFCC 556 ~	3 credits
Family Systems Theory	
MFCC 561 ~	3 credits
Family Interventions	
CCMH 568 ~	3 credits
Group Counseling	
CCMH 521 ~	3 credits
Psychopharmacology/Biological Basis of Behavior	
CCMH 561 ~	3 credits
Dependency and Addictions	
MFCC 591O ~	0 credits
Orientation To Practicum in Marriage and Family Counseling	
MFCC 537 ~	3 credits
Child and Adolescent Counseling	
CCMH 540 ~	3 credits
Career and Vocational Counseling	

MFCC 567 ~	3 credits
Seminar in Marriage and Family Counseling	
MFCC 592 ~	3 credits
Practicum	
MFCC 597A ~	3 credits
Internship A	
MFCC 597B ~	3 credits
Internship B	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/MFCT

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL 502 - Portfolio I.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- A minimum equivalent of two (2) years post-high school paid and/or volunteer work experience.
- A signed Criminal Conviction Disclosure Form.
- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait 6 months before reapplying. Passing Portfolio I is limited to a total of three attempts.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.

Degree Requirements for the MSC/MFCT

- Completion of a minimum of 60 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Master of Science in Counseling
Marriage, Family and Child Therapy

Academic Progression Requirements for the MSC/MFCT

- The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: MFCC 591, MFCC 599A, MFCC 599B.
- The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 544, CCMH 548, CCMH 551, CCMH 568, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567.
- Completion of all courses with a grade of "B -" or better. Students must maintain an overall GPA of at least 3.0.
- MSC students who wish to transfer to another campus or modality (even within the same state), or update versions must appeal to SAC.

Academic Standing and Minimum Grade Requirements for the MSC/MFCT

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B -" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B -" and does not receive a grade of "B -" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months and will be required to follow the Supplemental Standards referral process. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
- Students who fail to meet the minimum grade requirement for MFCC 592, MFCC 597A, and MFCC 597B will be required to follow the Supplemental Standards referral process. Residencies and Clinical Placements are key components of the MSC/MFCT program and failure to meet the minimum grade requirement will require a robust remediation plan with input from a college designee.

- Students in the College of Social and Behavioral Sciences graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/MFCT

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC or candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: CCMH 544, CCMH 548, CCMH 551, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567, MFCC 592, MFCC 597A, MFCC 597B

Re-entry for the MSC/MFCT

- All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Portfolio class before being readmitted to the program.
- If students are required to retake CNSL 502 Portfolio I and they do not pass the course, they may reapply for the Counseling program in three (3) months as long as they would not exceed three total attempts to complete the course. Passing Portfolio I is limited to a total of three attempts, which includes the attempts prior to their original admission to the program.
- If students are required to retake CNSL 556 Portfolio II, they must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt, the student will be denied admission, and administratively withdrawn from the Master of Science in Counseling program.

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COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Consistent with the values, mission, and purpose of the University of Phoenix, the College of Business and Information Technology mission is to provide innovative, industry-relevant, and accessible higher education that prepares learners to be competent, responsible and ethical practitioners and leaders for career success. Our goal is to make a difference in the lives of our students and their organizations. Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology will be a preferred source for finding and developing emerging leaders for organizations through the delivery of real-time education solutions that are relevant and immediately applicable to solving business challenges. The College of Business and Information Technology adheres to values that are consistent with the University's values of Brave, Honest, and Focused. We believe that every staff and faculty member should have a commitment to learning, intellectual diversity, embracing innovation and improving society. We should empower excellence while acting with integrity, and treating others as we would like to be treated.

Master of Business Administration

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of leadership competencies as well as graduate business standards as reflected by existing international accreditation agencies. In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.
- Understand a broad range of theoretical and practical applications in business.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate decision-making skills to solve complex organizational problems.
 - Recognize and solve problems systematically to make better business decisions.
 - Evaluate risks and develop plans to lessen or eliminate their impact.
 - Integrate knowledge and reach decisions with incomplete or limited information.
 - Apply a broad range of theoretical and practical applications to business.
- Create strategies for business growth based on an organization's mission, vision, and values.
 - Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
 - Develop awareness of one's own personal values and how they affect business decision making.
 - Assess whether an organization's plans and actions are aligned to meet its values.
 - Apply a broad range of theoretical and practical applications to business.
- Synthesize leadership skills to foster innovation and facilitate change in a dynamic business environment.
 - Manage, develop, and motivate personnel to meet changing organizational needs.
 - Apply a broad range of theoretical and practical applications to business.
- Evaluate the global/external environment to sustain an organization's competitive advantage.
 - Leverage technology in a global environment to create sustainable competitive advantage.
 - Apply a broad range of theoretical and practical applications to business.
- Integrate managerial skills to address the needs of a rapidly changing business environment.

MBA Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Tier 1: Awareness, 15 total credits

Core Knowledge and Skill Development

MGT 526 3 credits
Managing in a Changing Environment

ORG 535 ~	3 credits
People and Organizations	
LDR 535 ~	3 credits
Leading Change	
ECO 535 ~	3 credits
The Digital Economy	
ACC 543 ~	3 credits
Managerial Accounting & Legal Aspects of Business	
Tier 2: Create and Innovate, 18 total credits	
Business Plan Dev. (Ability)	
FIN 571 ~	3 credits
Corporate Finance	
DAT 565 ~	3 credits
Data Analysis and Business Analytics	
OPS 574 ~	3 credits
Creating Value Through Operations	
MKT 574 ~	3 credits
Marketing: Social, Mobile, and Analytics	
MGT 576 ~	3 credits
Opportunity Evaluation and Value Creation	
STR 581 ~	3 credits
Strategic Planning & Implementation	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated in cumulative GPA for admissibility.

Degree Requirements for the MBA

The degree requirements for this program are the following:

- Completion of a minimum of 33 credits.
- A minimum GPA of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as:
Master of Business Administration

Academic Progression Requirements for the MBA

- Managing within a Changing Environment (MGT 526) must be taken as the first core course in the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students in this program may waive a maximum of 9 credits from their required course of study.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA 024 program to satisfy residency for MBA degree conferral.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
 - The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
 - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Upon approval by the College of Business and Information Technology, students may be able to waive certain Tier I courses outside of standard course waiver policy requirements through an approved Graduate PLA Package.
- The following courses may not be waived: MGT 526, STR 581
- The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral degree program, students are eligible to satisfy required course(s) within the doctoral degree program.
- Students must earn a B- or better in the doctoral level courses in order to apply them toward the master's degree program and the doctoral degree program. Students who are allowed to apply a doctoral course with a grade lower than a B- to their master's program will need to retake the course in the doctoral program to achieve a B- grade.
- Student schedules may need to be adjusted, or students will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic counselor and finance advisor for further information.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Master of Information Systems

The following Master of Information Systems (MIS) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Information Systems (MIS) program provides students with knowledge of how IT leads and supports businesses today. Graduate students learn key theories and principles for how to address real world business opportunities and challenges. Key concepts include how to lead IT development, projects and initiatives as well as addressing technical debt while managing IT operations and innovation.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Design information systems that addresses the needs of an organization and considers emerging technologies.
- Create an effective IT plan required for key roles, resources, operational metrics, and risk responses needed to maintain information systems within an organization.
- Develop methods to drive innovation and change management to support growth within an organization.
- Construct a plan to meet the regulatory, compliance and security issues within an organization.

MIS Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Tier 1: Information Systems Technology Core Knowledge, 18 total credits

CMGT 545.....	3 credits
Influence and Leadership in Tech	
CMGT 554 ~	3 credits
IT Infrastructure	
CMGT 555 ~	3 credits
Systems Analysis and Development	
CMGT 556 ~	3 credits
Enterprise Models	
CMGT 575 ~	3 credits
CIS Project Management	
CMGT 558 ~	3 credits
Strategic Management of Technology and Innovation	

Tier 2: Information Systems Management & Strategy, 18 total credits

CMGT 582 ~	3 credits
Security & Ethics	
BSA 531 ~	3 credits
IT Architecture in the Age of Cloud	
CMGT 578 ~	3 credits
CIS Strategic Planning	

DAT 565 ~3 credits
Data Analysis and Business Analytics
CMGT 559 ~3 credits
Managing Risk and Security vs Opportunity
CMGT 583 ~3 credits
IS Integration
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MIS

- An undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Signed Hardware/Software Agreement

Degree Requirements for the MIS

- Completion of a minimum of 36 credits:
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Information Systems

Residency Requirements and Course Waivers for the MIS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 24 credits in the program, must be completed at UOPX.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 12 credits from their required course of study.

Re-entry for the MIS

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF NURSING

Programs in the College of Nursing are designed to support the career advancement and educational needs of registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry—from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment—today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® College of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- College of Nursing Programs

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

International Nursing Honor Society

The mission of Sigma is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of Sigma, a virtual chapter that supports members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

Sigma has more than 135,000 active members who reside in more than 100 countries. There are roughly 540 chapters at more than 700 institutions. To learn more about Sigma visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at

<https://omicrondelta.sigmanursing.org/home>

Academic Progression Requirements for all Current Nursing Programs

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN, DNP, and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, students are allowed to practice nursing in a state or coun-

try where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of the program handbook) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Master of Science in Nursing Concentration in Nurse Administration

The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk. The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.

- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to formulate a strategic plan and distinguish the key components required for success.
- Students will be able to analyze a budget and assure needed resources are planned for.
- Students will be able to predict the needed resources (human and financial) to meet desired outcomes.
- Students will be able to implement change to meet desired quality measures.
- Students will be able to modify policies to meet external regulatory and accreditation standards.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Administration (MSN/ADM). The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511.....	3 credits
Contemporary Nursing Practice	
NSG 512	3 credits
Nursing Research	
NSG 513	3 credits
Inter-professional Leadership and Management	
NSG 514	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 557	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547	3 credits
Human Resources Management	
NSG 567	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	

NSG 517AD ~3 credits
Practicum II

Graduate Elective Requirement.....6 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.

- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
 - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
 - Completed within the past ten (10) years from current program enrollment agreement sign date
 - A minimum grade of "C-" or better.

Re-entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Administration Bridge

The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk. The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:
<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Administration (MSN/ADM). The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 415	3 credits
Theory-Based Nursing Practice	
NUR 403	3 credits
Theories and Models of Nursing Practice	

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451	3 credits
Professional Nursing Leadership Perspectives	

NSG 397	3 credits
Professional Nursing Role	
NUR 391	3 credits
Professional Nursing Practice	
NUR 440	3 credits
Health Assessment and Promotion for Vulnerable Population	
Nursing Bridge 3	
<i>NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.</i>	
NSG 456	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 455	3 credits
Evidence-Based Practice and Statistics	
NUR 443	3 credits
Evidence-Based Nursing Research and Practice	
Required Course Sequence	
NSG 416	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 451	3 credits
Professional Nursing Leadership Perspectives	
NSG 456	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 511 ~	3 credits
Contemporary Nursing Practice	
NSG 512 ~	3 credits
Nursing Research	
NSG 513 ~	3 credits
Inter-professional Leadership and Management	
NSG 514 ~	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 557 ~	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577 ~	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547 ~	3 credits
Human Resources Management	
NSG 567 ~	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	
Graduate Elective Requirement	6 credits
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.

- Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.

- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
 - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
 - Completed within the past ten (10) years from current program enrollment agreement sign date
 - A minimum grade of "C-" or better.

Re-Entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Education

The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

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

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to justify teaching methodologies which support adult learning.
- Students will be able to design engaging learning activities.
- Students will be able to plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.

- Students will be able to design tools that evaluate formative and summative student learning.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Education (MSN/NED). The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings.

Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 5113 credits

Contemporary Nursing Practice

NSG 5123 credits

Nursing Research

NSG 5133 credits

Inter-professional Leadership and Management

NSG 5143 credits

Health Law, Policy, Ethics, and Global Trends

NSG 501 ~3 credits

Pathophysiology, Assessment Variables and Pharmacology I

NSG 502 ~3 credits

Pathophysiology, Assessment Variables & Pharmacology II

NSG 5313 credits

Program and Course Development

NSG 5323 credits

Innovative Curriculum Design

NSG 5333 credits

Educational Assessment and Evaluation

NSG 5343 credits

Facilitating Engaged Learning

NSG 516ED ~3 credits

Practicum I

NSG 517ED ~3 credits

Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. or applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.

The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.

- Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
- Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-Entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Education Bridge

The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

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

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Education (MSN/NED). The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings.

Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416.....3 credits
Theoretical Development and Conceptual Frameworks
NSG 415.....3 credits
Theory-Based Nursing Practice
NUR 4033 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451.....3 credits
Professional Nursing Leadership Perspectives

NSG 397.....3 credits
Professional Nursing Role

NUR 3913 credits
Professional Nursing Practice

NUR 4403 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456.....3 credits
Research Outcomes Management for the Practicing Nurse

NSG 455.....3 credits
Evidence-Based Practice and Statistics

NUR 4433 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 416.....3 credits
Theoretical Development and Conceptual Frameworks

NSG 451.....3 credits
Professional Nursing Leadership Perspectives

NSG 456.....3 credits
Research Outcomes Management for the Practicing Nurse

NSG 511 ~3 credits
Contemporary Nursing Practice

NSG 512 ~3 credits
Nursing Research

NSG 513 ~3 credits
Inter-professional Leadership and Management

NSG 514 ~3 credits
Health Law, Policy, Ethics, and Global Trends

NSG 501 ~3 credits
Pathophysiology, Assessment Variables and Pharmacology I

NSG 502 ~3 credits
Pathophysiology, Assessment Variables & Pharmacology II

NSG 531 ~3 credits
Program and Course Development

NSG 532 ~3 credits
Innovative Curriculum Design

NSG 533 ~3 credits
Educational Assessment and Evaluation

NSG 534 ~3 credits
Facilitating Engaged Learning

NSG 516ED ~3 credits
Practicum I

NSG 517ED ~3 credits
Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.

- Applicants who reside in Canada must meet one of the following requirements for admission:

- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies

- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing/Family Nurse Practitioner (California)

The following Master of Science in Nursing/Family Nurse Practitioner (California) (MSN/FNP-CA) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing (MSN) program enhances the knowledge and skills of registered nurses with baccalaureate degree preparation. The program prepares registered nurses to function in leadership and advanced practice roles within the profession of nursing. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content, process, and leadership. Specialty concentrations allow students to focus learning on developing increased knowledge and skills in a specific area of content or advanced practice role.

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

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Purpose

The Master of Science in Nursing/Family Nurse Practitioner is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a master's degree and prepare for advanced practice as a family nurse practitioner (FNP). The program educationally prepares nurses for advanced practice, including how to function in leadership roles in practice and educational settings, and emphasizes comprehensive, preventative care in addition to treatment. As part of this program, students are required to complete a five-day residency on campus that requires the student to fulfill competency checkoffs of both clinical and procedural skills under the direction of faculty. Graduates are eligible to sit for the American Nurses Credentialing Center (ANCC)

Family Nurse Practitioner-Board Certified (FNP-BC) credential or the American Association of Nurse Practitioners (AANP) Family Nurse Practitioner-Certified (FNP-C) credential.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Synthesize Advanced Practice assessment to generate accurate clinical decisions.
- Integrate theory and evidence to provide holistic health care services to improve or maintain optimum health for all family members.
- Manage holistic health care for individuals and populations across the life span continuum.
- Integrate ethical principles in delivering care to patient across the lifespan.
- Synthesize state Nurse Practice Acts and/or regulatory guideline to practice lawfully.

Preferred Sequence and Prerequisites for MSN/FNP-CA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must successfully complete all clinical requirements in the 5 day immersive experience (residency) during the final week of NRP 571CA.

NRP 513CA ~	4 credits
Clinical Applications of Theory and Research	
NRP 508CA ~	4 credits
Health Policy and Role of the Advanced Practice Nurse	
NRP 511CA ~	4 credits
Advanced Pathophysiology	
NRP 507CA ~	4 credits
Advanced Pharmacology	
NRP 531CA ~	4 credits
Advanced Health Assessment I	
NRP 571CA ~	4 credits
Advanced Health Assessment II and Clinical Procedures	
NRP 555CA ~	4 credits
Adult and Geriatric Management I	
NRP 556CA ~	4 credits
Adult and Geriatric Management II	
NRP 563CA ~	4 credits
Management of Women's Health Issues	
NRP 543CA ~	4 credits
Management of Pediatric and Adolescent Populations	
NRP 590CA ~	8 credits
Final Preceptorship	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/FNP-CA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degree or higher in a field other than nursing from a college or university with approved institutional accreditation are required to enroll in the MSN/ FNP-CA Bridge program.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., graduate or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Equivalent grade of "C" or better in undergraduate core science courses. Core science courses may include: Chemistry, Biology, Anatomy & Physiology, Pharmacology, Pathophysiology and Microbiology.
- A minimum equivalent of three years of full-time post high school work experience within the past ten years of which two years must be in clinical based RN experience. Full-time work is defined as 32 hours per week for the MSN/ FNP-CA program.
- Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- Signed Professional Non-Academic Requirement form
- Signed Residency Agreement form
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Completed and verified negative criminal background check; criminal background check cannot have been completed more than one year prior to the Enrollment Agreement sign date.
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

- Successful completion of FNP 101, MSN/FNP Program Orientation. If the student does not pass their first attempt of FNP 101 because of an unacceptable grade, the student may make a second attempt to complete FNP 101 within 90 days. A student failing FNP 101 on the second attempt must wait 6 months before reapplying. Passing FNP 101 is limited to a total of three attempts.

If a student who has successfully completed FNP 101 does not begin their program within one year from the date the Enrollment Agreement was signed, the student will need to successfully complete FNP 101 again before beginning the program. By signing a new Enrollment Agreement to replace the expired form, students will again have a total of three attempts to successfully complete FNP 101. Prior attempts under the expired Enrollment Agreement will not count toward these three attempts.

Degree Requirements for the MSN/FNP-CA

- Completion of a minimum of 48 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of the Nurse Practitioner Preceptorship and all required clinical hours.
- The diploma awarded for this program will read as:
Master of Science in Nursing
Family Nurse Practitioner

Academic Progression Requirements for the MSN/FNP-CA

- MSN, and post-master's certificate students must possess a valid, unrestricted/unencumbered RN license in the state which they are completing clinical hours or possess a valid, unrestricted/unencumbered compact (multistate) state license that is recognized in the state in which they are completing clinical hours. RN licenses must be valid and unrestricted/unencumbered in all states and jurisdictions in which the applicant holds an active nursing license.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. VA and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.

- All General Policies and Standards as listed in the Nursing Program Handbook must be met and verified prior to any clinical experience and must be maintained throughout the duration of all clinical activities.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- All Clinical Time Logs must be submitted within 30 days of the activity. Clinical log hours not submitted within 30 days will be denied and not count towards clinical hour requirements for the course.

Minimum Grade Requirements for the MSN/FNP-CA

- Students must successfully complete all required graduate level courses with a grade of "B" or better before proceeding to the next course. A "B-" grade is not acceptable. If students do not pass a required course with a "B" or better, they will be scholastically disqualified. Students in the Bridge version of the MSN/FNP or the MSN/FNP-CA are required to earn a minimum grade of "C" in the MSN bridge courses. A "C-" grade is not acceptable. If students do not pass the courses with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete of the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/FNP-CA

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 32 credits in the Required Course of Study, must be completed at UOPX.

Students with a previously completed MSN degree from any institution will be eligible to waive NRP 513CA upon admission to MSN/FNP-CA.

Students in this program may waive a maximum of 16 credits from their required course of study upon review by the Dean of Nursing via a SAC Appeal.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form.

The following courses in the Required Course of Study may not be waived: NRP 507CA, NRP 531CA, NRP 543CA, NRP 555CA, NRP 556CA, NRP 563CA, NRP 571CA, NRP 590CA

Re-entry for the MSN/FNP-CA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students seeking re-entry into a program version that is accepting new enrollments and is the most current in their state or jurisdiction are required to submit an appeal to the Student Appeals Center.
- Students seeking re-entry into MSN/FNP (California) will not carry forward a previously applied waiver for NRP 507CA.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing/Family Nurse Practitioner Bridge (California)

The following Master of Science in Nursing/Family Nurse Practitioner Bridge (California) (MSN/FNP-CA) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing (MSN) program enhances the knowledge and skills of registered nurses with baccalaureate degree preparation. The program prepares registered nurses to function in leadership and advanced practice roles within the profession of nursing. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content, process, and leadership. Specialty concentrations allow students to focus learning on developing increased knowledge and skills in a specific area of content or advanced practice role.

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

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Purpose

The Master of Science in Nursing/Family Nurse Practitioner is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a master's degree and prepare for advanced practice as a family nurse practitioner (FNP). The program educationally prepares nurses for advanced practice, including how to function in leadership roles in practice and educational settings, and emphasizes comprehensive, preventative care in addition to treatment. As part of this program, students are required to complete a five-day residency on campus that requires the student to fulfill competency checkoffs of both clinical and procedural skills under the direction of faculty. Graduates are eligible to sit for the American Nurses Credentialing Center (ANCC) Family Nurse Practitioner-Board Certified (FNP-BC) credential or the American Association of Nurse Practitioners (AANP) Family Nurse Practitioner-Certified (FNP-C) credential.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Synthesize Advanced Practice assessment to generate accurate clinical decisions.
- Integrate theory and evidence to provide holistic health care services to improve or maintain optimum health for all family members.
- Manage holistic health care for individuals and populations across the life span continuum.
- Integrate ethical principles in delivering care to patient across the lifespan.
- Synthesize state Nurse Practice Acts and/or regulatory guideline to practice lawfully.

Preferred Sequence and Prerequisites for MSN/FNP-CA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416CA ~ 3 credits
Theoretical Development and Conceptual Frameworks

Nursing Bridge 2

NSG 451CA ~ 3 credits
Professional Nursing Leadership Perspectives

Nursing Bridge 3

NSG 456CA ~ 3 credits
Research Outcomes Management for the Practicing Nurse

Required Course of Study

Students must successfully complete all clinical requirements in the 5 day immersive experience (residency) during the final week of NRP 571CA.

NRP 513CA ~	4 credits
Clinical Applications of Theory and Research	
NRP 508CA ~	4 credits
Health Policy and Role of the Advanced Practice Nurse	
NRP 511CA ~	4 credits
Advanced Pathophysiology	
NRP 507CA ~	4 credits
Advanced Pharmacology	
NRP 531CA ~	4 credits
Advanced Health Assessment I	
NRP 571CA ~	4 credits
Advanced Health Assessment II and Clinical Procedures	
NRP 555CA ~	4 credits
Adult and Geriatric Management I	
NRP 556CA ~	4 credits
Adult and Geriatric Management II	
NRP 563CA ~	4 credits
Management of Women's Health Issues	

NRP 543CA ~4 credits

Management of Pediatric and Adolescent Populations

NRP 590CA ~8 credits

Final Preceptorship

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/FNP-CA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degree or higher in a field other than nursing from a college or university with approved institutional accreditation are required to enroll in the MSN/FNP-CA Bridge program.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., graduate or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Equivalent grade of "C" or better in undergraduate core science courses. Core science courses may include: Chemistry, Biology, Anatomy & Physiology, Pharmacology, Pathophysiology and Microbiology.
- A minimum equivalent of three years of full-time post high school work experience within the past ten years of which two years must be in clinical based RN experience. Full-time work is defined as 32 hours per week for the MSN/FNP-CA program.
- Applicants must reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- Signed Professional Non-Academic Requirement form
- Signed Residency Agreement form
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure

- Completed and verified negative criminal background check; criminal background check cannot have been completed more than one year prior to the Enrollment Agreement sign date.
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Successful completion of FNP 101, MSN/FNP Program Orientation. If the student does not pass their first attempt of FNP 101 because of an unacceptable grade, the student may make a second attempt to complete FNP 101 within 90 days. A student failing FNP 101 on the second attempt must wait 6 months before reapplying. Passing FNP 101 is limited to a total of three attempts.

If a student who has successfully completed FNP 101 does not begin their program within one year from the date the Enrollment Agreement was signed, the student will need to successfully complete FNP 101 again before beginning the program. By signing a new Enrollment Agreement to replace the expired form, students will again have a total of three attempts to successfully complete FNP 101. Prior attempts under the expired Enrollment Agreement will not count toward these three attempts.

Degree Requirements for the MSN/FNP-CA

- Completion of a minimum of 57 credits.
- A minimum program grade point average (GPA) of 3.0. *Grades earned in MSN bridge courses are calculated in the MSN grade point average (GPA).*
- Satisfactory completion of the Nurse Practitioner Preceptorship and all required clinical hours.
- The diploma awarded for this program will read as:
Master of Science in Nursing
Family Nurse Practitioner

Academic Progression Requirements for the MSN/FNP-CA

- MSN, and post-master's certificate students must possess a valid, unrestricted/unencumbered RN license in the state which they are completing clinical hours or possess a valid, unrestricted/unencumbered compact (multistate) state license that is recognized in the state in which they are completing clinical hours. RN licenses must be valid and unrestricted/unencumbered in all states and jurisdictions in which the applicant holds an active nursing license.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. VA and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.

- All General Policies and Standards as listed in the Nursing Program Handbook must be met and verified prior to any clinical experience and must be maintained throughout the duration of all clinical activities.

- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- All Clinical Time Logs must be submitted within 30 days of the activity. Clinical log hours not submitted within 30 days will be denied and not count towards clinical hour requirements for the course.

Minimum Grade Requirements for the MSN/FNP-CA

- Students must successfully complete all required graduate level courses with a grade of "B" or better before proceeding to the next course. A "B-" grade is not acceptable. If students do not pass a required course with a "B" or better, they will be scholastically disqualified. Students in the Bridge version of the MSN/FNP or the MSN/FNP-CA are required to earn a minimum grade of "C" in the MSN bridge courses. A "C-" grade is not acceptable. If students do not pass the courses with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete of the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/FNP-CA

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 32 credits in the Required Course of Study, must be completed at UOPX.

Students with a previously completed MSN degree from any institution will be eligible to waive NRP 513CA upon admission to MSN/FNP-CA.

Students in this program may waive a maximum of 16 credits from their required course of study upon review by the Dean of Nursing via a SAC Appeal.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form.

The following courses in the Required Course of Study may not be waived: NRP 507CA, NRP 531CA, NRP 543CA, NRP 555CA, NRP 556CA, NRP 563CA, NRP 571CA, NRP 590CA

Re-entry for the MSN/FNP-CA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students seeking re-entry into a program version that is accepting new enrollments and is the most current in their state or jurisdiction are required to submit an appeal to the Student Appeals Center.
- Students seeking re-entry into MSN/FNP (California Bridge) will not carry forward a previously applied waiver for NRP 507CA.
- No appeals will be accepted for re-entry to an expired program.

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COLLEGE OF EDUCATION

The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

Master of Arts in Education/Administration and Supervision (Non-Licensure) (California)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM2) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/ Administration and Supervision program provides a masters degree, non-licensure, for alternative path California approved principal licensed individuals. The program enhances the California Administrative standards by addressing knowledge, skills and dispositions to be successful school leaders who can apply theory to practice. This program encompasses instructional leadership, organizational management, technology management and data-driven decision-making.

Program Purpose

The Master of Arts in Education/Administration and Supervision (non-licensure track) is a graduate degree program intended for CA licensed principals to further expand their education in leadership and theory in education administration. Candidates for this program must have a bachelor's degree and a CA principal license. This program does not prepare students for any type of professional certification or licensure as a teacher, principal or administrator.

Preferred Sequence for the MAED/ADM2

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

ADMIN 500 0 credits

Orientation to Administration and Supervision

Introductory Course, 1 total credit

COM 516 1 credit

Professional Communications

Action Research and Evaluation, 4 total credits

EDD 581 4 credits

Action Research and Evaluation

Administrative Internship/Practicum, 3 total credits

ADMIN 594A 1 credit

Administrative Practicum Part I: Instructional Leadership

ADMIN 594B ~ 1 credit

Administrative Practicum Part II: Organizational Management

ADMIN 594C ~ 1 credit

Principal Practicum Part III: Prof Perspectives & Ref Prac

Introduction to the Principalship, 12 total credits

ADMIN 518 3 credits

Leadership and Collaborative Processes

ADMIN 570 3 credits

Equity, Diversity, and Access in Education

ADMIN 555 3 credits

School Policy and Law for Principals

ADMIN 575 3 credits

Family, Community and Media Relations

Functions and Strategies, 15 total credits

ADMIN 524 3 credits

Supervision of Curriculum, Instruction and Assessment

ADMIN 528 3 credits

Administration of Special Programs

ADMIN 535 3 credits

Business and Facilities Management

ADMIN 560 3 credits

Human Resources Leadership and Management

ADMIN 565 3 credits

School Improvement Processes

Administrative Elective, 3 total credits

AET 560 3 credits

Facilitating Change

AET 562 3 credits

Social Media for Professional Learning

CUR 550 3 credits

Engaging in Communities of Practice

CUR 555 3 credits

Professional Learning for Continuous Improvement

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/ADM2

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree or higher from college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or equivalent undergraduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Must be a California resident and have completed a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program, and hold a CA Preliminary Administrator Service Credential or a California Administrative Service Certificate of Eligibility, in addition to their undergraduate degree.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A signed MAED/ADM2 New Student Checklist.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program.

Degree Requirements for the MAED/ADM2

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Administration and Supervision

Minimum Grade Requirement for the MAED/ADM2

- Candidates must earn a "B" or better in all internship courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or internship: ADMIN 594A, ADMIN 594B, ADMIN 594C
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be scholastically suspended and permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM2

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 12 graduate level credits at the University.
- Students in this program may waive a maximum of 26 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for accreditation.
 - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Candidates who have successfully completed a California Commission on Teacher Credentialing approved Administrative Services Preliminary Program and hold an approved administrative services credential from the California Commission on Teacher Credentialing that is in good standing have satisfied the principal internship/practicum experience as part of the Administrative Services licensure requirements. These candidates may waive the following courses in this program: ADMIN 500, ADMIN 518, ADMIN 524, ADMIN 535, ADMIN 565, ADMIN 575, ADMIN 594A, ADMIN 594B, ADMIN 594C, CUR 555, EDD 581
- The following courses in the Required Course of Study may not be waived: ADMIN 528, ADMIN 555, ADMIN 560, ADMIN 570, COM 516

Internship/Practicum and Field Experience for the MAED/ADM2

Upon the successful completion of a California state license, a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program, CA residents may waive the following practicum and field experiences in this program:

Internship/Practicum Policies

- The Administrative Internship/Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship/practicum. Candidates must follow the guidelines in place at their campus.

- Candidates must take the internship/practicum courses concurrently with the internship/practicum experience. If a candidate chooses to postpone the internship/practicum, he/she must postpone their enrollment in the internship/practicum courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Removal from a placement at the request of an appointed administrator from the internship location or UOPX:
 - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two internship attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
 - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of an internship:
 - Candidates that execute an unapproved self-termination of an internship, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two internship attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
 - Candidates that execute an unapproved self-termination of an internship, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these

exceptions approved.

- Candidates that do not successfully complete a successive attempt of the internship experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates should complete the internship within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the internship courses).

Field Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be maintained and reviewed as specified in the handbook/courses and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Re-entry for the MAED/ADM2

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the MAED/ADM2

- The MAED/ADM2 program is Non-Licensure. Graduates of this program will not receive an IR.

Master of Arts in Education/Adult Education and Training

The following Master of Arts in Education/Adult Education and Training (MAED/AET) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Master of Arts/Adult Education and Training (MAED/AET) program is to develop skills and knowledge of individuals interested in working with adult learners. Learners develop competencies and expertise necessary to align education and training with strategic objectives and human services foundations across an enterprise with culturally diverse populations. Learners expand their knowledge in andragogical theory, instructional design and strategies, assessment of learning, delivering online learning, management and marketing, and technology integration. In addition, learners engage in practice through collaborative learning, social media, and community-based learning. Graduates will be able to serve adult students, colleagues, industries, and communities as educators and trainers.

The Master of Arts/Adult Education and Training (MAED/AET) program is designed for individuals interested in working with adult learners.

Program Purpose

The Master of Arts in Education/Adult Education and Training is a graduate degree program intended for students interested in working with adult learners in an educational or training environment. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement instructional practices to produce a positive impact on adult learning.
- Students will be able to understand the process of organizational change and how to communicate effectively to stakeholders.
- Students will be able to evaluate the educational and training needs of an organization.
- Students will be able to create innovative strategies and incorporate technology in adult education and training programs.

Program Requirements for the MAED/AET

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 520	3 credits
Organizational Communication for Adult Education and Training	
AET 500	3 credits
Foundations of Adult Learning Theory	
AET 508	3 credits
Community-Based Education	

CUR 516 ~	4 credits
Curriculum Theory and Instructional Design	
CUR 518 ~	3 credits
Multicultural Strategies for the Adult Learner	
CUR 528 ~	3 credits
Assessment of Learning	
CUR 532 ~	3 credits
Facilitating Online Learning	
AET 552	3 credits
Marketing Adult Education	
AET 560	3 credits
Facilitating Change	
AET 562	3 credits
Social Media for Professional Learning	
AET 570 ~	3 credits
Program Development in Adult Education	

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/AET

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Degree Completion Requirements for the MAED/AET

- The completion of a minimum of 34 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read:
Master of Arts in Education Adult Education and Training

Residency Requirements and Course Waivers for the MAED/AET

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Any student in MAED/TED-Elementary, MAED/TED-Secondary, or MAED-Special Education who have completed a minimum of 12 credits, and for whom Candidacy Level II status equals 2N, is eligible to enter the MAED/AET program using the following course waivers:

Program	Courses Waived	Using Courses (or equivalents)
MAED/TED-E	AET 500 (3 credits)	MTE 501 (2 credits)
	CUR 516 (4 credits)	MTE 508 (3 credits)
	CUR 528 (3 credits)	MTE 562 (3 credits)
	Total credits: 10	Total credits: 8
		Or
		MTE 516 (3 credits)
		ELM 533 (3 credits)
		MTE 511 (3 credits)
		Total credits: 9
MAED/TED-S	AET 500 (3 credits)	MTE 501 (2 credits)
	CUR 516 (4 credits)	SEC 508 (3 credits)
	CUR 528 (3 credits)	MTE 562 (3 credits)
	Total credits: 10	Total credits: 8
		Or
		MTE 516 (3 credits)
		SEC 533 (3 credits)
		MTE 511 (3 credits)
		Total credits: 9
MAED/SPE	CUR 516 (4 credits)	MTE 508 (3 credits) and SPE 511 (3 credits) -or- SPE 578 (3 credits) and SPE 546 (3 credits) or SPE 584 (3 credits)

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

The following course(s) may not be waived: COM 520

Academic Progression for the MAED/AET

Students must successfully complete COM 520 as the first course in the program

Re-entry for the MAED/AET

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Re-entry students not re-entering into the most current program version offered in their state or jurisdiction may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired.
- No appeals will be accepted for re-entry to an expired program.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult the appropriate University representative for guidance.

Master of Arts in Education/Curriculum and Instruction

The following Master of Arts in Education/Curriculum and Instruction (MAED/CI) program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education program with a specialization in Curriculum and Instruction is intended to afford P-12 educators the opportunity to enhance their curriculum, instruction, and leadership repertoire by expanding their knowledge of assessment, instructional strategies, integration of technology, professional development, data-driven decision making, and mentoring and coaching. Educators will develop teacher leadership skills by exploring the latest research, trends, and strategies. Graduates will be able to effectively collaborate with all stakeholders and serve their students, colleagues, and communities as ethical leaders committed to excellence.

Program Purpose

The Master of Arts in Education/Curriculum and Instruction is a graduate degree program intended to provide educators with advanced knowledge and skills in curriculum and instruction. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to synthesize multiple theories of curriculum and instruction to design effective professional development opportunities.
- Students will be able to analyze assessment data to make informed decisions for continuous improvement of instructional programs.
- Students will be able to create innovative strategies and incorporate technology to enhance student learning in the classroom setting.

MAED/CI Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 516 1 credit
Professional Communications

CUR 505	3 credits
Social and Global Perspectives of Teacher Leadership	
CUR 506	3 credits
Theories and Best Practices of Curriculum and Instruction	
CUR 515 ~	3 credits
Critical Thinking and Innovative Skills	
CUR 520	3 credits
Advocating for Learning	
CUR 525	3 credits
Ethical Issues in Education	
CUR 530 ~	3 credits
Assessment and Evaluation Models	
CUR 535 ~	4 credits
Research for Improved Practice	
CUR 540	3 credits
Methods of Coaching in the Instructional Setting	
CUR 545	3 credits
Using Technology for Teaching and Learning	
CUR 550	3 credits
Engaging in Communities of Practice	
CUR 555	3 credits
Professional Learning for Continuous Improvement	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MAED/CI

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Degree Completion Requirements for the MAED/CI

- The completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Arts in Education
Curriculum and Instruction

Residency Requirements and Course Waivers for the MAED/CI

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 23 graduate level credits at the University.

Students in this program may waive a maximum of 12 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516

Candidates who successfully complete either the MAED/TED-Elementary or MAED/TED-Secondary program may waive the following courses in the MAED/CI program upon enrolling in the Master of Arts in Education/Curriculum and Instruction program.

Program	Courses Waived
MAED/TED-E	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)
MAED/TED-S	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)

Effective 4/1/2018, candidates with an additional, current academic teaching endorsement may waive the following 9 credits upon admission to the MAED/CI program: CUR 506, CUR 505, CUR 550

Any resident in the state of California who can show verification of the completion of a California Commission on Teacher Credentialing (CTC) state-approved induction program may exceed the 12 credit waiver maximum and waive up to 13 credits upon admission to the MAED/CI program: CUR 506, CUR 530, CUR 535, CUR 520

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver Policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form.

Students who have completed the below listed courses with a grade of C- or higher are eligible to waive up to 6 credits toward the MAED/CI Program. These courses will only be eligible to apply if the courses were completed prior to the Enrollment Agreement sign date for the MAED/CI program.

- For students to be eligible to waive CUR 520 the following courses must be completed: NTI 501, NTI 502
- For students to be eligible to waive CUR 530 the following courses must be completed: NTI 503, NTI 504

Students who have completed approved Continuing Education courses or their equivalents with a grade of B or higher, and within the last 5 years from Enrollment Agreement sign date are eligible to waive up to 12 credits toward the MAED/CI Program. An ARSC Heat Ticket must be submitted to have approved CET courses applied to the MAED/CI program. For the Continuing Education courses to apply to the MAED/CI degree program, the courses must have been taken prior to the student enrolling in the program. Students may not have any Continuing Education coursework apply to MAED/CI program requirements if the Continuing Education coursework was completed after the Enrollment Agreement sign date.

Re-entry for the MAED/CI

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

PROFESSIONAL PROGRAMS

CREDIT-BEARING CERTIFICATE PROGRAMS

The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements

All applicants are expected to meet the following admission requirements:

- A completed and signed certificate application and application fee
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (CBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- or-
- Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
- or-
- Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- or-
- Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.
- or-
- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- or-
- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- or-
- Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
- or-
- Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant

- Have a valid visa that does not prohibit educational studies
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean.

Program Length

The established "normal time" to complete a certificate program is as follows: Education - 45 to 55 weeks, General Studies - 30 weeks, Health Professions - 21 to 40 weeks, Nursing (FNP certificate) - 138 weeks, Nursing (general) - 36 weeks, Social and Behavioral Sciences - 30 to 40 weeks, Business and Information Technology- 10 to 45 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421.....	3 credits
Marketing	
MKT 435 ~	3 credits
Consumer Behavior	
MKT 498 ~	3 credits
Integrated Marketing Strategies	
<i>Students must choose 3 of the following:</i>	
BRM 353 ~	3 credits
Product and Brand Management	
MKT 411 ~	3 credits
Green Marketing	
MKT 438 ~	3 credits
Public Relations	
MKT 441 ~	3 credits
Marketing Research	
MKT 444 ~	3 credits
Hospitality Marketing	
MKT 440 ~	3 credits
Fundamentals of Digital Marketing	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: MKT 498

Re-entry for the CERT/MKT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Human Resource Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300	3 credits
Fundamentals of Human Resource Management	
MGT 434 ~	3 credits
Employment Law	
HRM 324 ~	3 credits
Total Compensation	
HRM 420 ~	3 credits
Human Resource Risk Management	
HRM 326 ~	3 credits
Employee Development	
HRM 498 ~	3 credits
Strategic Human Resource Management and Emerging Issues	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/HRM

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: HRM 498

Re-entry for the CERT/HRM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.

- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

Preferred Sequence and Prerequisites for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312	3 credits
Organizational Behavior for Managers	
MGT 498 ~	3 credits
Strategic Management	
<i>Students must choose 4 of the following:</i>	
BRM 353 ~	3 credits
Product and Brand Management	
CPMGT 300 ~	3 credits
Project Management	
FIN 419 ~	3 credits
Finance for Decision Making	
HRM 300 ~	3 credits
Fundamentals of Human Resource Management	
HRM 326 ~	3 credits
Employee Development	
ISCOM 370 ~	3 credits
Strategic Supply Chain Management	

LDR 300 ~..... 3 credits
Innovative Leadership

MGT 445 ~.....3 credits
Organizational Negotiations

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MGT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MGT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: MGT 498

Re-entry for the CERT/MGT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

Preferred Sequence and Prerequisites for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

FIN 419 3 credits
Finance for Decision Making

FIN 420 ~ 3 credits
Personal Financial Planning

FIN 486 ~ 3 credits
Strategic Financial Management

Students must choose 3 of the following:

FIN 366 ~ 3 credits
Financial Institutions

FIN 402 ~ 3 credits
Investment Fundamentals and Portfolio Management

FIN 422 ~ 3 credits
Retirement and Benefit Planning

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/FINP

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/FINP

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.

- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/FINP

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: FIN 486

Re-entry for the CERT/FINP

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.

- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF NURSING

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Post Master's Certificate in Nurse Administration

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in Nursing Administration (NAD). The course of study prepares nurses to function in leadership roles in nursing administration. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

CERT/NAD Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 557	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547	3 credits
Human Resources Management	
NSG 567	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NAD

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., graduate or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure

- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NAD

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as:
Post Master's Nurse Administration

Academic Progression Requirements for the CERT/NAD

- A minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NAD

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement

Residency Requirements and Course Waivers for the CERT/NAD

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.

- Students may not waive any courses in this program.

Re-entry for the CERT/NAD

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Post Master's Certificate in Nurse Education

The following certificate program may be offered at these University of Phoenix campus locations: Southern California. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in Nursing Education (NED). The course of study prepares nurses for roles within nurse education in a variety of educational and practice settings. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

CERT/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 531	3 credits
Program and Course Development	
NSG 532	3 credits
Innovative Curriculum Design	
NSG 533	3 credits
Educational Assessment and Evaluation	
NSG 534	3 credits
Facilitating Engaged Learning	
NSG 516ED ~	3 credits
Practicum I	
NSG 517ED ~	3 credits
Practicum II	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the CERT/NED

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., graduate or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.

- All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
 - Signed Criminal Background Check Disclosure
 - Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
 - Signed FERPA Release/Drug Test or Failure to Test Results
 - Signed Clinical Assurance Statement form
- Certificate Completion Requirements for the CERT/NED**
- Completion of a minimum of 18 credits.
 - A minimum program grade point average (GPA) of 3.0.
 - The certificate awarded for this program will read as: Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED

- Minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NED

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:

- Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Complete the academic progression student agreement form, which must be signed by the student and submitted to Program Chair, or designee.
- Retake the course which placed them on scholastic disqualification and satisfy the grade requirement

Residency Requirements and Course Waivers for the CERT/NED

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- Students may not waive any courses in this program.

Re-entry for the CERT/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

TUITION AND FEES - GROUND CLASSROOM RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit" column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Bachelor Degree Programs (except BSN students who sign an enrollment agreement on or after 7/1/2020 - see below)	\$398.00	\$250.00	\$350.00	\$350.00
BSN students who sign an enrollment agreement on or after 7/1/2020	\$350.00	\$250.00	\$350.00	\$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	\$698.00	\$475.00	N/A	N/A
MSC programs (only applicable to New Students enrolled on or after 1/17/2018).	\$698.00	\$465.00	N/A	N/A
MSN programs	\$540.00	\$475.00	N/A	N/A
MAED programs	\$540.00	\$390.00	N/A	N/A
Undergraduate Certificate Programs	\$398.00	\$250.00	\$350.00	N/A
Graduate Certificate Programs (except the programs below)	\$698.00	\$475.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	\$540.00	\$475.00	N/A	N/A
ASC Program	\$540.00	\$390.00	N/A	N/A
CERT/CTEL Program	\$175.00	\$175.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	\$398.00	\$250.00	\$350.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	\$350.00	\$250.00	\$350.00	N/A
Nursing Single Courses - Graduate Level	\$540.00	\$475.00	N/A	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

- a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates □
- b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions □
- c) Continuing Students who are participating in the Near Graduation Tuition Reduction program □
- d) Continuing Students in any MSC program □

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY†

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI†

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER†

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

‡ Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

□ The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (Southern California)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
BS/EVS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/EVS (Level 300 and Level 400)	\$ 450.00	\$ 450.00	\$ 540.00
BS/HIS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 410.00
BS/HIS (Level 300 and Level 400)	\$ 435.00	\$ 435.00	\$ 435.00
BS/COM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BS/COM (Level 300 and Level 400)	\$ 415.00	\$ 630.00	\$ 540.00
BS/OSM (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/OSM (Level 300 and Level 400)	\$ 610.00	\$ 610.00	\$ 560.00
BS/P (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/P (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
BSACC (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSACC (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
BSB (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSB (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
BSCJA (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSCJA (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
BSHA (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSHA (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
BSHS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSHS (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
BSIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
BSLS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSLS (Level 300 and Level 400)	\$ 420.00	\$ 420.00	\$ 420.00
BSM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
BSN (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSN (Level 300 and Level 400)	\$ 510.00	\$ 510.00	\$ 510.00
BSED (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSED (Level 300 and Level 400)	\$ 420.00	\$ 420.00	\$ 540.00
Non-Degree Single Courses (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
Non-Degree Single Courses (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
Education Single Courses scheduled under the ELEC/ ED program ID (courses scheduled prior to 1/17/2018)	\$ 275.00	\$ 275.00	\$ 275.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+Resource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the Resource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

University of Phoenix, 2021-2022
TUITION AND FEES - GROUND CLASSROOM RATES

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
EMC (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
EMC (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
HM (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
HM (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
LTC (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
LTC (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
CERT/MKT (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
CERT/MKT (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
CERT/SBE (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
CERT/SBE (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
CERT/ADD (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
CERT/ADD (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
CERT/FCS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
CERT/FCS (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
CERT/HRM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
CERT/HRM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
CERT/PM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
CERT/PM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
CERT/VC (Level 100 and Level 200)	\$ 300.00	\$ 300.00	\$ 300.00
CERT/VC (Level 300 and Level 400)	\$ 300.00	\$ 300.00	\$ 300.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

GRADUATE TUITION PER CREDIT (Southern California)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
FNP	\$ 630.00	\$ 630.00	\$ 630.00
MAED	\$ 540.00	\$ 540.00	\$ 585.00
MBA	\$ 740.00	\$ 740.00	\$ 700.00
MHA	\$ 740.00	\$ 740.00	\$ 700.00
MM	\$ 740.00	\$ 740.00	\$ 700.00
MS/AJS	\$ 740.00	\$ 740.00	\$ 700.00
MSC	\$ 635.00	\$ 635.00	\$ 635.00
MSN	\$ 595.00	\$ 595.00	\$ 630.00
MSP	\$ 740.00	\$ 740.00	\$ 635.00
ASC	\$ 540.00	\$ 540.00	\$ 585.00
CERT/CTEL	\$ 175.00	\$ 175.00	\$ 175.00
CERT/MLFC	\$ 635.00	\$ 635.00	\$ 635.00
GHC	\$ 595.00	\$ 595.00	\$ 630.00
MIS	\$ 740.00	\$ 740.00	\$ 700.00
MPA	\$ 740.00	\$ 740.00	\$ 700.00
MSA	\$ 740.00	\$ 740.00	\$ 700.00
NHCE	\$ 595.00	\$ 595.00	\$ 630.00
CERT/G-BA	\$ 740.00	\$ 740.00	\$ 700.00
CERT/G-ISM	\$ 740.00	\$ 740.00	\$ 700.00
G-HRM	\$ 740.00	\$ 740.00	\$ 700.00
CERT/NED	\$ 595.00	\$ 595.00	\$ 630.00
CERT/NAD	\$ 595.00	\$ 595.00	\$ 630.00
Non-Degree Single Courses	\$ 740.00	\$ 740.00	N/A
Nursing Single Courses	\$ 595.00	\$ 595.00	\$ 630.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

FEES (Southern California)

Type of Fee	Amount*	When Due
California Student Tuition Recovery Fund (STRF) (non-refundable)	Effective for Enrollment Agreements signed on or after February 8, 2021, the STRF assessment rate is \$0.50 per \$1,000 of institutional charges, rounded to the nearest \$1,000. For charges of \$1,000 or less, the assessment is \$0.00.	Upon notification.
Book and Material Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance	\$ 132.50 - \$162.50	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	\$ 0.00 - \$50.00	
CBEST Examination	\$ 41.00 - \$102.00	
CSET Examination	\$ 99.00 - \$134.00	
Portfolio Examination Fee	\$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
rEsource Fees+ (if applicable)		
Undergraduate++	\$ 170.00	Due in accordance with the payment option chosen in Financial Options Guide.
Graduate	\$ 195.00	
CLEP®/DSST Examination+++		
Student Exam Fees	\$ 20.00	Upon notification
Military Exam Fees	\$ 0.00	
Master of Science in Counseling Assessment Portfolio Fees:		
CNSL 502	\$ 150.00	Due at orientation.
CNSL 556	\$ 150.00	
SCHC 556	\$ 150.00	
CNSL 500	\$ 150.00	
CCMH 502	\$ 150.00	
Check Return Fee	\$ 25.00	Upon notification.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

Type of Fee (Continued)	Amount*	When Due
Diploma Rush	\$ 45.00	Upon request.
Duplicate Diploma	\$ 30.00	Upon request.
Duplicate Certificate	\$ 15.00	Upon request.
Transcript	\$ 15.00	Upon request.
Transcript Rush	\$ 30.00	Upon request.
<p>*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.</p> <p>**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)</p> <p>+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html.</p> <p>++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.</p> <p>+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University</p>		

TUITION AND FEES - ONLINE RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit" column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	\$398.00	\$250.00	N/A	N/A
Bachelor Degree Programs (except BSN-CB students, or BSN students who sign an enrollment agreement on or after 7/1/2020 - see below)	\$398.00	\$250.00	\$350.00	\$350.00
BSN students who sign an enrollment agreement on or after 7/1/2020	\$350.00	\$250.00	\$350.00	\$350.00
BSN-CB*	\$300.00	\$250.00	N/A	N/A
Master Degree Programs (except MSC, MSN, MAED, and Competency-Based Education programs - see below)	\$698.00	\$575.00	N/A	N/A
MSC programs	\$698.00	\$550.00	N/A	N/A
MSN programs	\$540.00	\$475.00	N/A	N/A
MAED programs	\$540.00	\$475.00	N/A	N/A
MBA-CB, MHA-CB, and MIS-CB program*	\$300.00	\$300.00	N/A	N/A
Undergraduate Certificate Programs (except the programs listed below)	\$398.00	\$250.00	\$350.00	N/A
CERT/APLUS	\$290.00	\$250.00	N/A	N/A
NETPLUS	\$290.00	\$250.00	N/A	N/A
Graduate Certificate Programs (except the programs listed below)	\$698.00	\$575.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	\$540.00	\$475.00	N/A	N/A
ASC Program	\$540.00	\$475.00	N/A	N/A

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
CERT/CTEL Program <i>(For CA residents only)</i>	\$175.00	\$175.00	N/A	N/A
CERT/T2T-E Program	\$280.00	\$280.00	N/A	N/A
CERT/T2T-S Program	\$280.00	\$280.00	N/A	N/A
CERT/ECH Program	\$400.00	\$400.00	N/A	N/A
CERT/ALT-E Program <i>(For FL residents only)</i>	\$275.00	\$275.00	N/A	N/A
CERT/ALT-S Program <i>(For FL residents only)</i>	\$275.00	\$275.00	N/A	N/A
CERT/SPE	\$540.00	\$475.00	N/A	N/A
CERT/AP-E	\$540.00	\$475.00	N/A	N/A
CERT/AP-S	\$540.00	\$475.00	N/A	N/A
CERT/AP-SE	\$540.00	\$475.00	N/A	N/A
Doctoral	\$ 810.00	\$650.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	\$398.00	\$250.00	\$350.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	\$350.00	\$250.00	\$350.00	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	\$698.00	\$575.00	N/A	N/A
Nursing Single Courses - Graduate Level	\$540.00	\$475.00	N/A	N/A
Education Single Courses - Graduate Level	\$540.00	\$475.00	N/A	N/A
Continuing Education for Educators	\$175.00	\$175.00	N/A	N/A

* The University's Competency-Based Education (CBE) programs are not eligible for any pricing discounts and cannot be combined with any employer benefit programs or University offer or promotion.

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

- a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates[□]
- b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions[□]
- c) Continuing Students who are participating in the Near Graduation Tuition Reduction program[□]

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY[‡]

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI[‡]

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER[‡]

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

[‡]Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/

or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

□The two tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing- certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Prior to 11/1/2016: The rates and fees shown below are applicable to continuing students who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 11/1/2016, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 11/1/2016 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
Associates	\$ 410.00	\$ 410.00
College of Business & Information Technology (Level 100 and Level 200)	\$ 415.00	\$ 410.00
College of Business & Information Technology (Level 300 and Level 400)	\$ 415.00	\$ 635.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/COM (Level 100 and Level 200)	\$ 415.00	\$ 410.00
BS/COM (Level 300 and Level 400)	\$ 415.00	\$ 630.00
BSIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BSIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CCNA	\$ 290.00	\$ 290.00
CERT/ABA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ABA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/ACL (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ACL (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/ACS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ACS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AHIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AHIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AISS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AISS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AMMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AMMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AN (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AN (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/APLUS	\$ 290.00	\$ 290.00
CERT/ASD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ASD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AV (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AV (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/CCNA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CCNA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/CSC (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CSC (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/CTL (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CTL (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/DA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/DA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/DS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/DS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/HIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/HIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/IAS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/IAS (Level 300 and Level 400)	\$ 635.00	\$ 635.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 3)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
CERT/ISS	\$ 300.00	\$ 300.00
CERT/JRN (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/JRN (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/LCO (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/LCO (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/MMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/MMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/MS (Level 100 and Level 200)	\$ 415.00	\$ 410.00
CERT/MS (Level 300 and Level 400)	\$ 415.00	\$ 630.00
CERT/NS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/NS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/PRG (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/PRG (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/SM	\$ 410.00	\$ 410.00
CERT/VC	\$ 300.00	\$ 300.00
CERT/WA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/WA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
NETPLUS	\$ 290.00	\$ 290.00
College of General Studies (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of General Studies (Level 300 and Level 400)	\$ 450.00	\$ 450.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/BIO (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/BIO (Level 300 and Level 400)	\$ 435.00	\$ 435.00
BS/HIS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/HIS (Level 300 and Level 400)	\$ 435.00	\$ 435.00
BS/HST (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/HST (Level 300 and Level 400)	\$ 435.00	\$ 435.00
SUS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
SUS (Level 300 and Level 400)	\$ 630.00	\$ 630.00
College of Social & Behavioral Sciences (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Social & Behavioral Sciences (Level 300 and Level 400)	\$ 610.00	\$ 610.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/P (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/P (Level 300 and Level 400)	\$ 585.00	\$ 585.00
BSAP/MT (Level 100 and Level 200)	\$ 415.00	
BSAP/MT (Level 300 and Level 400)	\$ 415.00	
BSIOP (Level 100 and Level 200)	\$ 415.00	
BSIOP (Level 300 and Level 400)	\$ 415.00	
BSSW (Level 100 and Level 200)	\$ 415.00	
BSSW (Level 300 and Level 400)	\$ 415.00	
College of Health Professions (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Health Professions (Level 300 and Level 400)	\$ 635.00	\$ 635.00
*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.		
**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 3)		
+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html .		

University of Phoenix, 2021-2022
TUITION AND FEES - ONLINE RATES
FEES (Southern California)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Nursing (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Nursing (Level 300 and Level 400)	\$ 510.00	\$ 510.00
College of Education (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Education (Level 300 and Level 400)	\$ 420.00	\$ 420.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
CERT/T2T-S	\$ 280.00	\$ 280.00
Continuing Education for Educators	\$ 175.00	\$ 175.00
Non-Degree Single Courses (Level 100 and Level 200)	\$ 410.00	\$ 410.00
Non-Degree Single Courses (Level 300 and Level 400)	\$ 635.00	\$ 635.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	\$ 280.00	\$ 280.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 3 of 3)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

GRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Business & Information Technology	\$ 740.00	\$ 740.00
College of Social & Behavioral Sciences	\$ 740.00	\$ 740.00
College of Health Professions	\$ 740.00	\$ 740.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
GHC	\$ 595.00	\$ 595.00
HCI	\$ 595.00	\$ 595.00
NHCE	\$ 595.00	\$ 595.00
College of Nursing	\$ 595.00	\$ 595.00
College of Education	\$ 540.00	\$ 540.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
CERT/ALT-E (FL residents only)	\$ 275.00	\$ 275.00
CERT/ALT-S (FL residents only)	\$ 275.00	\$ 275.00
CERT/CTEL (For CA residents only)	\$ 175.00	\$ 175.00
CERT/ECH	\$ 400.00	\$ 400.00
CERT/T2T-E	\$ 280.00	\$ 280.00
CERT/T2T-S	\$ 280.00	\$ 280.00
College of Doctoral Studies	\$ 810.00	\$ 810.00
Continuing Education for Educators	\$ 175.00	\$ 175.00
Non-Degree Single Courses	\$ 740.00	\$ 740.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	\$ 280.00	\$ 280.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+rEsources fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsources Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

FEES (Online)

Type of Fee	Amount*	When Due
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 500	\$ 150.00	
CCMH 502	\$ 150.00	
California Student Tuition Recovery Fund (STRF) (non-refundable) <i>*Applies to California students only</i>	Effective for Enrollment Agreements signed on or after February 8, 2021, the STRF assessment rate is \$0.50 per \$1,000 of institutional charges, rounded to the nearest \$1,000. For charges of \$1,000 or less, the assessment is \$0.00.	Upon notification.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance		Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	\$ 132.50 - \$162.50	
CBEST Examination	\$ 0.00 - \$50.00	
CSET Examination	\$ 41.00 - \$102.00 \$ 99.00 - \$134.00	
Portfolio Examination Fee	\$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
rEsource Fees+ (if applicable) <i>rEsource fees are not applicable to competency-based education (CBE) programs</i>		
Undergraduate++	\$ 170.00	Due in accordance with the payment option chosen in Financial Options Guide.
Graduate	\$ 195.00	
Doctoral	\$ 205.00	
Continuing Education for Educators	\$ 75.00	
DCE	\$ 25.00	
CLEP®/DSST Examination+++ Student Exam Fees	\$ 20.00	Upon notification.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

Type of Fee	Amount*	When Due
Check Return Fee	\$ 25.00	Upon notification.
Diploma Rush	\$ 45.00	Upon request.
Duplicate Diploma	\$ 30.00	Upon request.
Duplicate Certificate	\$ 15.00	Upon request.
Transcript	\$ 15.00	Upon request.
Transcript Rush	\$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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FACILITIES

Arizona Locations

Phoenix Campus

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Online

Administrative Offices

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723
602 557-2000

California Locations

Central Valley Campus

45 River Park Place West
Fresno, CA 93720-1552
800 266-2107

Bakersfield Learning Center

4900 California Ave
Bakersfield, CA 93309-7018
800 266-2107

Visalia Learning Center

301 East Acequia Ave
Visalia, CA 93291-6341
800 266-2107

Sacramento Valley Campus

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

San Diego Campus

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

El Centro Learning Center

3095 N Imperial Avenue
Suite 101
El Centro, CA 92243
760 355-1190

Southern California Campus

Main - Ontario

3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Gardena Learning Center

1515 W 190th Street
Suite #450
Gardena, CA 90248-4319
800 888-1968

La Palma Learning Center

6 Centerpointe Drive
La Palma, CA 90623-2503
800 888-1968

Lancaster Learning Center

1202 W Avenue J
Lancaster, CA 93534-2902
800 888-1968

Murrieta Learning Center

25240 Hancock Ave
Murrieta, CA 92562-5990
951 677-0883
800 888-1968

Pasadena Learning Center

299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

Hawaii Locations

Hawaii Main Campus

949 Kamokila Blvd
Suite 101
Kapolei, HI 96707-2082
808 693-8686

Nevada Locations

Las Vegas Campus

3755 Breakthrough Way
Las Vegas, NV 89135-3047
702 352-2936

Texas Locations

Dallas Campus

12400 Coit Road
Dallas, TX 75251-2004
972 385-1055

Houston Campus

11451 Katy Freeway
Houston, TX 77079-2004
713 465-9966

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Dean

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Assistant Dean

Chris Jordan, DMA

Associate Dean

Susan Hadley, PhD

Jacquelyn Kelly, PhD

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

- English
- Humanities; General Education, and History
- Mathematics
- Sciences

Faculty

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Amaral, Kelli, MA

California State University - Fresno

Anderson, Robert, MA

California State University - Dominguez Hills

Austin, Rodney, MS

California State University - Fresno

Badkerhanian, Armond, ME

Tehran University

Barnes, Janice, MPH

San Jose State University

Basinger, Matthew, MA

University of Colorado at Colorado Springs

Becker, Joseph, MBA

California State University - Fresno

Bennett, Anthony, MA

Holy Names University

Bishop, Paul, MA

National University

Bolton, David, EdD

University of Southern California

Breckenridge, Terry, MEd

Southern Illinois University Carbondale

Brewster, Michele, MTS

Harvard University

Brooks, Allan, MA

East Carolina University

Brown, Lenis, EdD

Northcentral University

Brunstedt, Stephen, MA

California State University - Bakersfield

Bunce, Kristofer, MA

San Diego State University

Buratovich, Thomas, MA

Fuller Theological Seminary

Burgoyne, Sondra, MA

California State University - Fullerton

Burke, Kevin, MPA

California State University -

East Bay

Cameron, Susan, MDiv

Fuller Theological Seminary

Carr, Firpo, PhD

Northcentral University

Chang, Darren, MA

National University

Clark, Heather, MA

Humboldt State University

Colclasure, Charles, MDiv

Westminster Theological Seminary

Connell, Suzann, MA

Pepperdine University

Cranon-Charles, Angela, MA

California State University - Long Beach

Daria, Mark, MBA

Woodbury University

Davies, John, MA

California State University - Bakersfield

De La Pena, Rick, MBA

National University

De Soiza, Rick, EdD

University of San Francisco

Dinsdale, Laura, MA

Southern New Hampshire University

Dunn, Arnette, MSW

University of Southern California

Eakins, Robert, MA

California State University - Sacramento

Eichmann, Kelly, PhD

Walden University

Elseifi, Mohamed, PhD

Virginia Polytechnic Institute and State University

Elshorafa, Waleed, EdD

Argosy University - Orange County

Fahrney, Susan, MPH

University of California - Los Angeles

Fallesen, Matthew, MBA

University of Phoenix

Fierro, Amanda, MA

California Baptist University

Flores, Carlos, MS

California State University -

University of Phoenix, 2021-2022

Sacramento	University-Pomona	University of Phoenix	California State University -
Frayne, Elizabeth, PhD	Hicks, Hilary, MA	Lomeli, Cherry, MPH	Los Angeles
Baylor College of Medicine	University of Michigan	Loma Linda University	Olick, Mark, MA
Fredrickson, Keith, MBA	Hiebert, Justin, DMin	Long, David, MDiv	California State University -
San Diego State University	Bethel University	Reformed Theological	Northridge
Frischkorn, Dennis, MBA	Horton, Vickie, MBA	Seminary	Oliver, Roger, MS
University of Phoenix	Northern Arizona University	Lord, Laurel, MS	University of California -
Gallegos, Mary Stela, MS	Hudson, David, MA	California State University -	Riverside
California State University -	Syracuse University	Fresno	Oshinuga, Olushina, EdD
Fresno	Huynh, Thu, PhD	Loscko, Robert, MAOM	Argosy University - Orange
Gandomani, Parviz, MS	University of California - Los	University of Phoenix	County
University of Oklahoma	Angeles	Maierhofer, Erik, PhD	Paggett Willis, Kimberly, MA
Garcia, Edward, MA	Hyman, Edward, PhD	University of California - San	Clark Atlanta University
National University	University of Southern	Diego	Pasupulati, Venkata, MBA
Gast, Monte, MA	California	Marlin, Daniel, MSCHE	University of Pennsylvania
University of California - Los	Iglinski, Joann, MA	New Jersey Institute of	Peterson, Mark, MS
Angeles	Georgetown University	Technology	Capella University
Gauri, Indira, MA	Inserto, Fathiah, PhD	Mauro-Atkinson, Luanne, MA	Pickering, Kenneth, PsyD
Loyola Marymount	Fielding Graduate University	Pacific Oaks College	Alliant International
University	Jackson, Arika, EdD	Mc Intyre, Michael, EdD	University Fresno
Gerdes, Louise, JD	California State University -	University of Southern	Pirrelli, Joseph, MA
University of Florida	Fresno	California	American Public University
Ghosh, Biman, PhD	James, Christina, PhD	Mc Whorter, Darriel, MS	System
The Pennsylvania State	Loyola University Chicago	University of La Verne	Puniak, Vanessa, MA
University	Johnson, Linda, PsyD	Mcmannus, Julia, MA	San Francisco State
Gilbert, Richard, PhD	Alliant International	California State University -	University
University of Southern	University Los Angeles	Sacramento	Pursley, Mark, MA
California	Johnson-Evans, Rochelle, EdD	Mickens, Astrid, DPH	Fuller Theological Seminary
Glossup, Melissa, MA	Argosy University - Los	Loma Linda University	Raby, Rosalind, PhD
University of North Texas	Angeles	Miclot, Stephanie, DM	University of California - Los
Gobeli, David, PhD	Joseph, Brian, EdD	Colorado Technical	Angeles
University of California - Los	University of Southern	University	Raby, Sarina, MA
Angeles	California	Milliron, Randa, MA	Claremont Graduate
Gordon, Sherman, DMin	Jouzi, Tariq, MSCHE	Duquesne University	University
United Theological Seminary	California State University -	Mitchell, Kimberly, MEd	Renteria, Martha, MA
Gotfredson, Karin, MS	Fullerton	University of California - Los	National University
National University	Keshtkar, Haleh, PhD	Angeles	Riegel, Rhea, MA Northwestern
Gourrier, Giselle, PsyD	University of California -	Moehl, Brian, MEPM	University
Alliant International	Davis	American Public University	Rodine, Edward, EdD
University Los Angeles	Kreber, Lisa, PhD	System	University of Southern
Grover, John, PhD	University of Colorado at	Motaleb, Pegah, EdD	California
University of California - Los	Boulder	California State University -	Rodriguez, Magtanggol, MMC
Angeles	La Zarre, Jack, PharmD	Bakersfield	Polytechnic University of The
Haddad, Shahir, MSE	University of Southern	Nainoa, Frank, MA	Philippines
California State University -	California	University of Southern	Rosen, Ian, PhD
Northridge	Lackpour, Martin, EdD	California	Alliant International
Halm, James, MA	Pepperdine University	Nelson, Maurice, MA	University Cornerstone
University of San Francisco	Lee, Kenneth, PhD	The University of	Ryan, Steven, MA
Hanke, Connie Yuen Ching, PhD	Columbia University In The	Connecticut	The City College of New York
Curtin University of Tech	City of New York	Nevin, Amanda, MDiv	of The City University of
Haugh, Christina, MAEd	Lee, Tsung, PhD	Austin Presbyterian	New York
California State University -	State University of New York	Theological Seminary	Saleh, Nashat, PhD
Fresno	at Stony Brook	Nikjeh, Esmaail, MS	Texas A&M University -
Heimiller, Josh, MA	Leiken, Erana, MA	California State University -	Kingsville
Azusa Pacific University	University of Richmond	Channel Islands	Sampson, Rakel, MA
Herb, Rhonda, PhD	Liesman, William, MIA	Nik-Khah, Said, MBA	California State University -
Regent University	Columbia University In The	University of Southern	Bakersfield
Hibdon, Anicia, MBA	City of New York	California	Sayed, Safouh, MSEE
California State Polytechnic	Lipot, James, MBA	Niknafs, Andy, MS	California State University -

Long Beach	College of Law
Schwartz Casey, Jenifer, MA	Yemut, Emad, MSCE
California State University -	California State University -
Fresno	Long Beach
Segovia, Sherrie, MA	Young, Kenneth, MPA
California State University -	California State University -
Northridge	Chico
Sempell, Russell, MS	Yuen, Janet, MA
California State University -	Pepperdine University
Bakersfield	
Shepard, Stephen, MA	
Phillips Graduate Institute	
Showers-Kelly, Deborah, MS	
California State University -	
Los Angeles	
Shumate, John, DMin	
Biola University	
Smith, Beverly, MA	
California State University -	
Northridge	
Smith, William James, MS	
National Defense University	
Soltani, Susan, MS	
Purdue University Global -	
Davenport	
Sparger, Ellen, PhD	
University of California -	
Davis	
Spier, Gerd, MA University of	
California - Berkeley	
Stanziale, Rita, MAEd	
California State University -	
Fresno	
Stern, Tyron, MA	
Antioch University	
Stevenson, Mary-Jean, MAEd	
California State University -	
San Bernardino	
Swoboda, Joseph, MMin	
Seattle University	
Thallapalle, Pradeep, MS	
Louisiana State University	
and A&M College	
Torres, Lawrence, MS	
California State University -	
Bakersfield	
Townsley, Brian, MPW	
University of Southern	
California	
Turner, Donielle, MS	
San Diego State University	
Valuiski, Alexander, MA	
University of Pretoria	
Ward, Catherine, MBA	
Pepperdine University	
Williams, Keisa, MSEd	
National University	
Wood, Shelly, JD	
Western State University	

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Assistant Dean

Bryan Vallance, MBA

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Jean Miller, PhD

Sam Dutton, PhD

Dean Aslinia, PhD

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- Counseling
- Human Services and Social Work
- Public Administration
- Psychology

Faculty

Addesso, Patricia, PhD

Alliant International

University Cornerstone

Akins, Sheri, MS

California State University -

Bakersfield

Anning, Mark, MAM

National University

Babb, Cheryl, MSW

California State University -

San Bernardino

Baird, John, PsyD

Argosy University - Orange

County

Banton, Christa, EdD

Argosy University - Chicago

Bazant, Rick, PsyD

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Beer, Adam, MA

Antioch University

Behl, Amanda, MFS

National University

Bennett, Natalie, MA

Alliant International

University Fresno

Blandford, Maureen, JD

National University

Brown, Eufemia, MPA

National University

Burt, Barbara, MS

University of La Verne

Burtis, Tyler, MA

Saint Mary's College of
California

Cannon, Aaron, PhD

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Capella University

Cardenas, Gilbert, MA

Fresno Pacific University

Carrasco, Ivan, MA

National University

Carrier, Heather, MS

California State University -
Fresno

Chalvardjian, Cathia, MA

Pepperdine University

Charm, Corine, PhD

Pacifica Graduate Institute

Chaudhry, Shahzad, MS

California State University -
Bakersfield

Christiansen, Cynthia, MC

University of Phoenix

Cook, Bryan, MS

San Diego State University

Craft, Gina, PsyD

California Southern

University

Crawford, Michelle, MA

Pepperdine University

Cunningham West, Vanessa, MA

The George Washington

University

Daub, Christopher, PhD

Capella University

Daugherty, Dennis, MS

California State University -

Sacramento

Davis, Bindhu, PsyD

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Fresno Pacific University

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California State University -

Northridge

Diaz, Ruben, MPA

National University

Dorough, Dustin, MPA

California State University -

Fresno

Edralin, Angelo, JD

Stanford University

Edwards, Norris, MA

California State University -

Bakersfield

Elliott, Tonya, MA

National University

Emerick, Timothy, PhD

Saybrook University

Espinosa, Robert, MPA

Capella University

Favors, Lynette, MAEd

University of Phoenix

Fernbach, Hrysso, PsyD

Yeshiva University

Gallemore, Timothy, MS

University of Phoenix

Gamache, Louis, MA

University of Redlands

Gamble, Susan, PsyD

Alliant International

University Los Angeles

Gin, Kimberly, MS

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University of New Haven	Regent University	Pichardo, Rudy, MPA	University Fresno
Gomez, Matthew, MBA	Johnson, Joy, MSW	California State University -	Swanson, Albert, MPA
National University	California State University -	Northridge	Troy University
Gomez, Rafael, MS	Bakersfield	Pollock, Jessica, MAEd	Takla, La Tanya, EdD
University of La Verne	Kaufman, Brian, MSW	Alliant International	Argosy University - Los
Gonzalez, Joe, MA	California State University -	University Cornerstone	Angeles
California State University -	Long Beach	Pruitt, Beverly, MA	Taylor, James, MA
Dominguez Hills	Keating, Kim, MA	National University	Chapman University
Green, Kai, MS	Phillips Graduate Institute	Reed, Hal, MA	Teh, James, JD
California State University -	Kennedy, Prudence, MSW	California State University -	University of The Pacific
Long Beach	San Diego State University	San Bernardino	Teramoto, Christine, MA
Gutierrez, Jess, MA	Knee, Leda, MSW	Rexroat, Katherine, MA	Chapman University
California State University -	Boston University	National University	Thacker, Stacey, MA
San Bernardino	Knight, Leonard, DPA	Richert, William, MA	National University
Hansen, Erika, EdD	University of La Verne	California State University -	Tiberg, Dianne, MS
Argosy University - Phoenix	Kyle, Kristin, PsyD	San Bernardino	California State University -
Harb, Juanita, PhD	California Southern	Ritschard, Jeffrey, JD	Fullerton
Pacifica Graduate Institute	University	University of California -	Torok-Mangasarian, Julie, MA
Harden, Joyce, MA	Lambert, Jason, MSW	Davis	National University
Antioch University	Walla Walla University	Roberts, James, MA	Trombley, Mary Jo, PhD
Hardin, Larry, MA	Lunceford, Lynn, MA	Azusa Pacific University	Howard University
Webster University	Alliant International	Rodriguez, John, JD	Underwood, Vicki, MSW
Haynes, Elizabeth, MA	University Cornerstone	Loyola Marymount	California State University -
National University	Madrigal, Mary, PsyD	University	Bakersfield
Hebron, Cynthia, MS	Saybrook University	Romain, Lisa, PhD	Vangerov, John, MS
California State University -	Malek, Bryce, PsyD	Alliant International	California Lutheran
Fresno	Phillips Graduate Institute	University Los Angeles	University
Henderson, Michael, MA	Marco, Christopher, MS	Rosales, Rosemarie, MS	Venegas, Mario, EdD
John F. Kennedy University	Saint Joseph's University	University of Phoenix	University of Southern
Herweck, Diana, PsyD	Marks, Mari, PhD	Rosen, Eric, MS	California
Alliant International	Florida Institute of	California State University -	Walton Ellis, Keasha, PsyD
University Cornerstone	Technology	Fresno	Argosy University - Orange
Hewett, Eugene, PhD	Mavrogeorge, Paul, MA	Rousch, Jennifer, PsyD	County
University of Southern	Fresno Pacific Biblical	Alliant International	Warren, Bethany, MSW
California	Seminary	University Los An	San Diego State University
Hill, Sharae, MA	Mc Lellan, Andrea, MA	geles	Watts, Brett, PhD
Argosy University - Los	Chapman University	Salazar, Wendy, MA	California Institute of Integral
Angeles	Mccormick, Jamey, MS	Pacifica Graduate Institute	Studies
Hillis, Jason, MPA	University of Phoenix	Schweon, Craig, PhD	Weaver, Bonita, MS
California State University -	Mcnutt, Bryan, PhD	The Pennsylvania State	University of Phoenix
Bakersfield	Pacifica Graduate Institute	University	Weintz, Donald Kirk, MA
Holzer, Jessica, MA	Miller-Galaz, Michelle, EdD	Scott, Joann, MSW	National University
Alliant International	Northeastern University	San Diego State University	Wheeler, Mary, MA
University Scripps Ranch	Mitchell, David, DMA	Shain, Roman, PhD	National University
Hudson, Mark, MS	The University of Georgia	California Southern	Wilson, Constant, MBA
California State University -	Moore, Germaine, MPA	University	National University
Fresno	National University	Shofner, Joe, MPA	Wilson, Stefani, MS
Huskey, Jason, JD	Natali, Elizabeth, MSW	California State University -	Oklahoma State University
Western State University	California State University -	Northridge	Zhukov, Vera, PsyD
College of Law	San Bernardino	Steele, Aimee, JD	Chicago School of
Hutchinson, Desirae, MS	Nazaretian, Peter, MS	University of California -	Professional Psychology
University of La Verne	California State University -	Davis	
Jablonski, Andrea, PsyD	Fresno	Stoick, Joshua, MS	
Alliant International	Parker, James, MS	California State University -	
University Cornerstone	University of Phoenix	Fresno	
Jacobs, Bonnie, PhD	Penski, Kendra, MSW	Storm, Karin, EdD	
Alliant International	San Diego State University	University of Phoenix	
University Los Angeles	Pettengill, Robert, MFS	Sulier, Kellie, PsyD	
Jenkins, Jennifer, MA	National University	Alliant International	

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Associate Dean

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Ahmed Omar, DBA

Kathryn Uhles, MSP

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- Accounting
- Financial Planning
- Law and Ethics
- Management
- Functional Management
- Strategic Analysis and Planning
- Technology

Faculty

Abbott, Chrystal, MBA

Purdue University Global -
Davenport

Aizon, Antoniette, PhD

Alliant International
University Fresno

Aldape, Juan, MBA

University of Phoenix

Alexander, Woody, MBA

University of Missouri -
Kansas City

Allauddin, Ahmer, MS

Golden Gate University

Allen, Robert, MS

University of Southern
California

Allen, Thomas, MBA

University of La Verne

Allison-Aipa, Timothy, PhD

Alliant International
University Los Angeles

Andersen, Bruce, MS

Golden Gate University

Anderson, Jr., Marcus, MEd

Lamar University

Angst, Oswald, MIS

University of Phoenix

Apuan, Ralph, MBA

Keller Grad School of Mgt

Arellano, Roy, MIS

University of Phoenix

Arnold, Shaune, JD

University of California
Hastings College of Law

Ashtari, Bitia, JD

Oklahoma City University

Baker, Darryl, DBA

University of Phoenix

Baly, Scott, JD

California Western School of
Law

Barraza, Al, MBA

National University

Basic, Lamija, EdD

Brandman University

Basiulis, Algis, MS

University of Southern
California

Belgarde, Samara, JD

University of Southern
California

Benito, Rick, MMAS

United States Army
Command and General Staff

College

Billett, Antonio, MBA

California State University -
San Bernardino

Blevins, Gregory, JD

San Joaquin College of Law

Boggs, Robert, EdD

University of La Verne

Bookbinder, Hal, MA

University of Northern
Colorado

Bourgault, Charles, MS

Capella University

Bowman, Robert, MAOM

University of Phoenix

Brittian, Willetra, MA

Azusa Pacific University

Bugarin, Tem, DBA

Alliant International

University Cornerstone

Bullon, Brigitte, MBA

University of San Diego

Campas, Jr., Steven, MS

California State University -
Long Beach

Cardenas, Alexander, MAOM

University of Phoenix

Carty, Heidi, PhD

Loyola University Chicago

Castaneda, Andrew, MS

California State University -
Bakersfield

Ceballos, Michael, MBA

University of La Verne

Chambers, Linda, MBA

University of Phoenix

Charles, Colette, MA

National University

Chell, Dax, MBA

National University

Cheng, Chosen, MS

Carnegie Mellon University

Cheng, Joe, MBA

University of California - Los
Angeles

Cheng, Steven, MS

Syracuse University

Clark, Thelma, MS

Troy University

Clark-Harris, Alice, DM

University of Phoenix

Cons, Carlos, MBA

California State University -
Dominguez Hills

Cordero, Roberto, DBA

University of Phoenix, 2021-2022
FACULTY
SCHOOL OF BUSINESS AND INFORMATION TECHNOLOGY

University of Phoenix	Galindo, Michael, MBA	Tulane University	West Coast University -
Cortes, Pete, MBA	Daniel Webster College	Iyengar, Arun, MS	Shatto
Loyola Marymount	Garcia, Catherine, MAOM	Polytechnic Institute of New	Landesman, Robert, MBA
University	Azusa Pacific University	York University	City University of New York -
Coughlin, Eileen, MPA	Garcia, Mitchell, MBA	Jackson, Janet, JD	Bernard M. Baruch College
Arizona State University	Keller Grad School of Mgt	University of Oregon	Larkin, Robert, DBA
Cripe, Krisda, DM	Gardner, Lori, MAOM	Jain, Sundeep, MSM	University of Phoenix
University of Phoenix	University of Phoenix	Oakland City University	Leon, John, MSCS
Crow, Elizabeth, MBA	Garrett, Steven, MBA	Jimenez, Francisco, MBA	California State University -
University of Phoenix	Capella University	University of Phoenix	Fullerton
Dalrymple, Samuel, MBA	Ghormley, James, DM	Johnson, Miesha, MPA	Lerner, Mary, JD
University of Phoenix	University of Phoenix	California State University -	San Joaquin College of Law
De Veto, Anthony, MM	Godat, Eric, MS	Northridge	Levitt, Catherine, DBA
Wayland Baptist University	Naval Postgraduate School	Johnson, Raymond, MBA	Alliant International
Dennis, Lela, MA	Goedhart-Humphrey, Christine,	University of Redlands	University Cornerstone
University of Arizona Global	MBA	Johnson, Vaughn, MS	Lindvall, John, MA
Campus	University of La Verne	California State University -	Claremont Graduate
Di Gaetano, Anthony, MAOM	Gonzales, Larry, MBA	Sacramento	University
University of Phoenix	The University of Dallas	Jordan, Constance, MBA	Loreto, Paul, JD
Doucet, Laron, EdD	Goodman, Jean, MBA	California State University -	Southwestern Law School
Pepperdine University	Loyola Marymount	Dominguez Hills	Lovitch, Ira, MBA
Dreighton, Richie, MPM	University	Joseph, Priyabal, MBA	University of Phoenix
Keller Grad School of Mgt	Green, Virginia, PhD	Pepperdine University	Luarca, Luis, MBA
Dumais, Claudine, EdD	Capella University	Kadevari, Ramana, MBA	University of La Verne
Pepperdine University	Greene, Rodney, MBA	University of Redlands	Maevers, Kevin, MAOM
D'urso, Daniel, MS	University of Phoenix	Kadlec, John, MBA	Chapman University
Rivier College	Gudea, Sorin, PhD	University of California -	Makofske, James, DBA
Ellis, Anthony, JD	Claremont Graduate	Riverside	Golden Gate University
University of Toledo	University	Kanouse, Kenneth, JD	Mangiameli, Fred, MBA
Ellis, Johnell, EMBA	Gutierrez, Elsa, MBA	Western State University	University of Southern
University of Southern	University of Phoenix	College of Law	California
California	Hayath, Israr, MS	Keehn, Kelly, MBA	Martin, Corinne, MBA
Elsayess, Mahmoud, PhD	California State University -	University of Southern	California State University -
Capella University	Dominguez Hills	California	Long Beach
Erickson, Arlys, MScA	Hayes, Chareese, MBA	Keller, Nyle, MBA	Martin, Gregory, JD
Central Michigan University	Purdue University Global -	University of Phoenix	University of Oklahoma
Ershadi, Dariush, MBA	Davenport	Kelly, Kathryn, PhD	Martin, Luke, JD
Central State University	Henderson, Bernard, MAOM	Claremont Graduate	California Western School of
Etherton, William, MAOM	University of Phoenix	University	Law
University of Phoenix	Henderson, Erin, MS	Kemmer, Kathleen, DBA	Martinez, Gerardo, MBA
Ettenheim, Margaret, MHROD	San Diego State University	Argosy University - Orange	California State University -
University of San Francisco	Hlaing, Kimberly, MA	County	Stanislaus
Farley, John, MBA	Claremont Graduate	Key, Robert, MBA	Martinez-Sanchez, Rocio, DSW
University of Phoenix	University	University of Phoenix	University of Southern
Fernandez, Jr., Guido, MBA	Hoffman, Lee, MBA	Khan, Amir, MS	California
University of La Verne	National University	Northwestern University	Massey, Calvin, MBA
Foote, Tracy, MBA	Holliday, Susan, MAOM	Khan, Farooq, MBA	National University
Webster University	University of Phoenix	Western Michigan University	Mathews, Dean, MBA
Fortuna, Peter, MA	Huber, Maria Ruby, MBA	Koboldt, Geoffrey, MBA	National University
California State University -	University of Phoenix	Pepperdine University	Mathis-Roberts, Shannon,
Fresno	Humphreys, John, EMBA	Krohn, Steven, MBA	MAOM
Francis, Dexter, PhD	Golden Gate University	California State University -	University of Phoenix
Capella University	Hurtarte, Jorge, PhD	Sacramento	Mc Guckian, Dennis, MBA
Freeman, Leslie, MA	Auburn University	Kuniyoshi, Susan, MBA	Dartmouth College
Webster University	Ibarra, German, MBA	California State Polytechnic	Mc Killip, David, JD
Fritch, John, PhD	Inter American University of	University-Pomona	University of The Pacific
Northcentral University	Puerto Rico Metropolitan	Kuntz, David, MBA	Mcdermott, Hamilton, MIT
Fritzenkotter, Stephen, MBA	Campus	University of Phoenix	American Intercontinental
National University	Inglis, Rob, MBA	Land, Jack, MSM	University

University of Phoenix, 2021-2022

Mcduffie, Martin, MHRM	Northcentral University	Singh, Amarjit, PhD	Williams, Constance, EdD
Keller Grad School of Mgt	Oslund, Larry, EdD	University of London	Fielding Graduate University
Meade, Jerry, MA	Pepperdine University	Singh, Mahesh, MBA	Williams, Kari, MBA
Fresno Pacific University	Page, Wesley, MAOM	University of Phoenix	National University
Mendezona, Matthias, MM	University of Phoenix	Sirirat, Boriphan, MS	Williams, Zeneo, EdD
University of The Philippines	Pay, Martin, MBA	National University	University of Southern
Miller, Kenneth, EdD	University of Phoenix	Smith, August, MBA	California
University of Southern	Payongayong, Noriel, MSCIS	Keller Grad School of Mgt	Wong, Jennie, EdD
California	University of Phoenix	Sommers, Carol, PhD	Pepperdine University
Miller, Petermax, EdD	Payton, Matiel, MS	Northcentral University	Woodard, Scott, MBA
Argosy University - Denver	California State University -	Spotswood, Robert, MBA	California State University -
Miller, Rae, MBA	Dominguez Hills	Pepperdine University	Stanislaus
California State University -	Perez, Francisco, MBA	Stack, Ginger, MBA	Woods, Timothy, PhD
Dominguez Hills	University of Phoenix	University of Phoenix	Walden University
Mirza, Agha, MBA	Peterson, Susan, MBA	Stapp, Griffen, MBA	Woodward, Tricia, JD
California State University -	East Tennessee State	University of Phoenix	California Western School of
Bakersfield	University	Starr-Parker, Symone, DM	Law
Morales, Rosemary, DM	Piccillo, Sandra, MBA	University of Phoenix	Wyatt, Amber, MIT
University of Phoenix	University of Redlands	Stotts, Janet, MBA	American Public University
Mumford, Malcolm, MBA	Powers, Mikal, MS	University of Phoenix	System
Harvard University	University of Phoenix	Swafford, Jr., Richard, MIS	Xiong, Blong, MBA
Murphy, Maureen, MBA	Rangwala, Mehul, MBA	University of Phoenix	National University
University of California - Los	University of California -	Taousakis, Michael, MS	Xu, Yaping, MS
Angeles	Davis	Virginia Polytechnic Institute	Dartmouth College
Naraghi, Mehdi, MS	Rodriguez, Jimmy, JD	and State University	Yeager, Michelle, MS
American University Dc	San Joaquin College of Law	Telado, Felix, MBA	San Diego State University
Nelson, Cheryl, DPA	Roe, Michael, MS	University of Phoenix	Young, Stephen, PhD
University of La Verne	Union Institute and	Thiele, Brian, MBA	Walden University
Nelson, Glenn, JD	University	Golden Gate University	Zecca, Mark, PhD
University of California - Los	Rudick, Danny, MBA	Thomas, Diannah, MA	Capella University
Angeles	The University of	Fresno Pacific University	Zhang, Hedy, JD
Nezerwe, Yvan, DBA	Connecticut	Thompson, Darrell, MS	University of Wisconsin -
Alliant International	Sanderson, Michael, MBA	National University	Madison
University Cornerstone	University of Phoenix	Thurman-Bowen, Traci, MA	
Nguyen, Hoang, PhD	Sarkany, Lynn, MBA	University of Redlands	
University of Illinois at	Claremont Graduate	Treeby, Ross, MS	
Urbana-Champaign	University	Golden Gate University	
Nguyen, Lam, MS	Say, Tania, MBA	Tripodes, Dean, MBA	
Golden Gate University	National University	Claremont Graduate	
Nichols, Roger, MA California	Scheitrum, Ward, MBA	University	
State University - San	California State University -	Valenzuela, Larry, MPA	
Bernardino	Fresno	San Diego State University	
Nommensen, Neil, MPA	Schloss, Louann, MBA	Vorsanger, Charles, MS	
Indiana University -	San Diego State University	University of Southern	
Northwest	Schorling, Douglas, JD	California	
Norcross, David, MSBA	University of California -	Wadsworth, Gloria, MAOM	
University of Wyoming	Davis	University of Phoenix	
Obeidat, Sara, MS	Scipio, Andre, MBA	Walker, Tina, DM	
University of San Francisco	Pepperdine University	University of Phoenix	
O'brien, John, MBA	Sell, Robert, MS	Walle, Kristin, EdD	
Rensselaer Polytechnic	California State University -	Pepperdine University	
Institute	Fresno	Wang, Kun, MS	
O'brien, John, JD	Sharghi, George, DBA	California State University -	
Michigan State University	Alliant International	Fresno	
Ohanesian, Fredrick, EdD	University Scripps Ranch	Watson, Lena, DHS	
Pepperdine University	Sharifzadeh, Mohammad, PhD	Nova Southeastern	
Okpara, Neruka, DPA	Walden University	University	
University of La Verne	Sims, Richard, MA	Wilkinson, Jay, MBA	
Oni, Oludotun, PhD	University of Dayton	National University	

COLLEGE OF HEALTH PROFESSIONS

Dean

Mark Johansson, DHSc

Assistant Dean

Nye Clinton, MBA

Associate Dean

Heather Steiness, PhD

Campus Area Chairs

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

- Health
- Public Health

Faculty

Aish, Nathan, MPH
Ohio State University
Almaden, Stefany, PhD
Walden University
Alvarado, Sheela, MA
University of San Francisco
Amos, Qiana, MPA
Loma Linda University
Campbell, Marquez, MAS
University of California - San Diego
Cathro, Heather, PhD
University of Phoenix
Do, Tram Emily, JD
Kaplan University
Ferguson, Donna, MBA
University of Phoenix
Gregory, Lynn, MA
Brandman University
Lee, Lily, EdD
Capella University
Luu, Arlene, JD
California Western School of Law
Nathan, Stephanie, MPH
Loma Linda University
Nguyen-Grozavu, France, PhD
University of California - Los Angeles
Nwadike, Bismarck, MHA
University of La Verne
Perez, Vivian, MPA
San Diego State University
Pi, John, MBA
Keller Grad School of Mgt
Price Noble, Kelly, DHA
University of Phoenix
Saechao, Diana, MA
Brandman University
Sandoval, Ramiro, MBA
National University
Schultz, Richard, PhD
Walden University
Sevilla, William, MBA
Golden Gate University
Slaughter, Djuanique, MPA
California State University - Dominguez Hills
Tam, Tobey, PhD
University of California - San Diego
Wade, Warren, PhD
California Institute of Technology

Young, Rachelle, MIS
University of Phoenix

COLLEGE OF NURSING

Deans

Dean

Kathleen Winston, PhD

Associate Dean

Francine Nelson, PhD

Raelene Brooks, PhD

Campus Area Chairs

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

- Nursing: MSN-FNP
- Nursing: Pre-licensure
- Nursing: MSN
- Nursing: RN to BSN
- Nursing: DNP

Faculty

Abbott, Jenny, MSN

University of Phoenix

Aquino, Catherine, MSN

University of Phoenix

Ares, Terri, PhD

Villanova University

Avila, Pamela, DNP

Wilkes University

Axman, Linnea, DPH

The George Washington University

Azores, James, MSN

Concordia College - Manila

Bafaloukos, Carol, DNP

Frontier Nursing University

Bai, Yan, MS

California State University - Long Beach

Barber, Regina, MSN

University of San Francisco

Bashaw, Erin, DNP

University of San Francisco

Battick, Arvella, DNP

Walden University

Black-Robinson, Louise, DNP

Western University of Health Sciences

Blanco, Roy, MS

California State University - Sacramento

Bradley, Darlene, PhD

Capella University

Bryant, Pamela, MSN

University of Phoenix

Chaffee, Mark, BSN

University of Phoenix

Chimienti, Sabrina, DNP

Western University of Health Sciences

Cota, Stephanie, MHA

University of Phoenix

Da Costa, Brenda, MSN

University of Phoenix

Delgado, Janet, MN

University of Washington

Devkaran, Minu, MSN

University of Phoenix

Evans, Marlene, MSN

University of San Francisco

Fernandez, Lea, MSN

Liberty University

Garrett, Liana, MN

University of California - Los Angeles

Goldsmith, Camille, MN

University of California - Los Angeles

Greenberg, Victoria, MS

California State University - Long Beach

Hagenbaugh, Rachel, MSN

California State University - Dominguez Hills

Hagerty, Marylyn, DNP

Walden University

Hamilton, Randall, DNP

Frontier Nursing University

Hankins, Julie Ann, MSN

California State University - Long Beach

Hettig, Julie, MSN

California State University - Long Beach

Horper, Penny, MS

University of California - San Francisco

Huley, Pamela, MSN

University of Phoenix

Khaghani, Fatemeh, EdD

Pepperdine University

Lee, Julia Chaw-Chih, DNP

California State University - Fresno

Lewis, Stephanie, MN

University of Phoenix

Long, Kimberly, DHA

University of Phoenix

Lozano, Kathleen, MSN

University of Phoenix

Lund, Carla, MS

California State University - Dominguez Hills

Lush, Mary, PhD

University of California - San Francisco

Mahoney, Helen, MD

University of California - Irvine

Migaud, Margaret, DNP

Robert Morris University

Millar, Jennifer, MSN

University of Phoenix

Miller, Hilary, MSN

University of Phoenix

Monroe, Pamela, MSN

Walden University

Parackal, Elizabeth, DNP

Grand Canyon University

Pence, Debra, MSN

University of Phoenix
Porter, Pamela, DNP
Western University of Health
Sciences
Potter, Susan, MSN
University of Phoenix
Reynolds, Charles, PharmD
University of Southern
California
Rhodes, Torri, MSN
University of Phoenix
Riccio, Patricia, PhD
University of California - Los
Angeles
Sandoval, Carolina, DNP
Azusa Pacific University
Silveri, Charles, DNP
University of New Mexico
Simien-Robnett, Litanya, MSN
California State University -
Dominguez Hills
Stecker, Mona, DNP
West Virginia University
Tsai, Lita, MA
New York University
Turingan, Elisabeth, DNP
Grand Canyon University
Velasquez, Mary, MS
University of California - San
Francisco
West, Katharine, DNP
California State University -
Fresno
Zepeda, Martha, DNP
Walden University

COLLEGE OF EDUCATION

Deans

Dean

Pamela Roggeman, EdD

Assistant Dean

Jon Lewis, MAE

Associate Dean

Ashley Bartley, MAEd

Lisa Ghormley, MAED

Campus Area Chairs

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

- Administration and Supervision
- Adult Education and Training
- Continuing Education
- Curriculum and Instruction
- Teacher Education

Faculty

Armstrong, Allison, MAEd
California State University -
Sacramento

Curci-Reed, Lori, EdD
University of West Florida

Elliott, Thomas, EdD
University of Phoenix

Hickman, Ryan, MA
National University

Januse, Jaime, MEd
National University

Pendleton, Gay Lynn, EdD
Argosy University - Santa
Monica

Randall, John, EdD
La Sierra University

Taylor, Julia, MA
University of California - San
Diego

Tocco, Helen, MAEd
San Diego State University

COURSE GUIDE- COURSE DESCRIPTIONS

2021-2022

UNIVERSITY OF PHOENIX

Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic Catalog constitute all active credit-bearing University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th of the previous month. Please contact a University representative for additional details about course availability and course information for a specific location or modality of instruction.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	Activity Description
ACC 210	Accounting Information Systems	3	This course introduces accounting students to the use of accounting systems and real-world applications, such as QuickBooks. Areas of study include fundamental concepts and technologies, the Internet, intranets, electronic commerce, information systems development, accounting and bookkeeping principles, decision support systems, and the preparation of accounting-related documents and statements in QuickBooks.
ACC 290	Principles of Accounting I	3	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 290T	Principles of Accounting I	3	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 291	Principles of Accounting II	3	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.

ACC 291T	Principles of Accounting II	3	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.
ACC 316	QuickBooks	3	This course introduces accounting students to the use of accounting systems using QuickBooks. Topics include: QuickBooks basics, setting up a company, and the management of financial information.
ACC 316T	QuickBooks	3	This course introduces accounting students to the use of accounting systems using QuickBooks. Topics include: QuickBooks basics, setting up a company, and the management of financial information.
ACC 326	Managerial Accounting	3	

ACC 326T	Managerial Accounting	3	This course provides an introduction to managerial accounting and covers various fundamental concepts relating to the accounting environment. Topics include: cost concepts and allocation, short-term and long-term financial assets, current and long-term liabilities, contributed capital, stock holder equity, and the analysis of financial statements.
ACC 349	Cost Accounting	3	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 349T	Cost Accounting	3	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 400	Accounting for Decision Making	3	This course focuses on effective decision making as it relates to accounting and financial activities in a business enterprise. Course topics will include cost management, budgeting, business operations, financial management, and financial analysis. Students will develop the necessary analytical tools to enhance business operations.

ACC 421	Intermediate Financial Accounting I	3	This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows, and full disclosure issues.
ACC 421T	Intermediate Financial Accounting I	3	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422	Intermediate Financial Accounting II	3	This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, as well as cash and cash equivalents. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.
ACC 422T	Intermediate Financial Accounting II	3	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.

ACC 423	Intermediate Financial Accounting III	3	This course is the third of a three-part series of courses related to intermediate accounting. This course examines owners' equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.
ACC 423T	Intermediate Financial Accounting III	3	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes and errors, and the statement of cash flows.
ACC 455	Corporate Taxation	3	This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456	Individual/Estate Taxation	3	This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 460	Government and Non-Profit Accounting	3	This course covers fund accounting, budget and control issues, revenue and expense recognition, and issues of reporting for both government and non-profit entities.
ACC 491	Contemporary Auditing I	3	This course is the first in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.
ACC 492	Contemporary Auditing II	3	This course is the second in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.
ACC 497	Advanced Topics in Accounting Research	3	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

ACC 537	Financial Accounting	3	In this course, students are introduced to the basic concepts and methods of corporate financial statements commonly used by investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.
ACC 541	Accounting Theory & Research	3	In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder's equity, and a program overview.
ACC 542	Accounting Information Systems	3	In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543	Managerial Accounting & Legal Aspects of Business	3	In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting; cost analysis; management planning and control; negotiable instruments; secured transactions; debtor-creditor relationships; property and insurance; and legal aspects of employment and environment.

ACC 544	Internal Control Systems	3	In this course, students gain a broad perspective of the control environment and the role it plays in attainment of financial and operational goals of the organization. Topics include an overview of the control environment, risk management, internal control systems, control activities for business functions, controls for information technology systems, and reporting on internal controls.
ACC 545	Financial Reporting	3	This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546	Auditing	3	In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACC 547	Taxation	3	In this course, students develop an understanding of the federal income tax law and its application to individuals, partnerships and corporations. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S corporations, and partnerships.

ACC 548	Not-for-Profit & Government Accounting	3	In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.
ACC 556	Forensic Accounting	3	In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.
ACCCB 543	Managerial Accounting and Legal Aspects of Business	3	<p>In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.</p> <p>Competency 13: The student will analyze key aspects of managerial accounting and capital budgeting to drive effective business decisions</p> <p>Competency 14: The student will employ strategic decision-making methods to budget, track, analyze, and control business costs.</p> <p>Competency 15: The student will evaluate laws, regulations, and business risks associated with business operations.</p>
ADM 511	Personnel Administration for Educators	3	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.

ADM 512	Leadership Strategies for Educators	3	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards. Participants also explore ways to facilitate positive school change.
ADM 513	School Law for Educators	3	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 514	School Finance for Educators	3	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.
ADM 516	Ethical and Legal Issues for Administrators	3	This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.

ADM 517	Special Education Program Administration	3	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.
ADMIN 500	Orientation to Administration and Supervision	0	This course is designed to provide an orientation to the primary components of the Master of Arts in Education/Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
ADMIN 518	Leadership and Collaborative Processes	3	This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams.
ADMIN 524	Supervision of Curriculum, Instruction and Assessment	3	This course examines principals' responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

ADMIN 528	Administration of Special Programs	3	This course provides students with an overview of an administrator's role in a wide array of special programs offered in public schools today. Candidates examine programs and services geared towards diverse student populations, including special education, English learners (EL), gifted education, Title I, alternative education, early childhood, career readiness, and school counseling programs. In addition, candidates learn about the importance of student and teacher leadership, as well as Response to Intervention (RTI) as a model for school improvement.
ADMIN 536	School Finance and Facilities Management	3	This course provides an overview for principal candidates in the basic concepts of school finance and facilities management. Topics include school funding and finance, legal and political issues of school funding, and the benefits of school funding. Principal candidates will also examine issues regarding facilities planning and management. Principal candidates will participate in field experiences related to school finance and facilities management.
ADMIN 555	School Policy and Law for Principals	3	This course examines legal and ethical principles and practices in the context of the educational setting. The legal framework, laws, liability, curriculum, attendance, religion, and school safety are all discussed, analyzed, and applied to current educational practices.
ADMIN 560	Human Resources Leadership and Management	3	This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

ADMIN 565	School Improvement Processes	3	This course focuses on the use of assessments in K-12 education and their role in developing school improvement plans from a principal's perspective. Candidates review the types of assessments that a school leader needs to be familiar with, the data they generate, and how to interpret the data for decision-making purposes. In addition, the instructional improvement model and the process of continuous school improvement are explored.
ADMIN 570	Equity, Diversity, and Access in Education	3	This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 575	Family, Community, and Media Relations	3	This course focuses on the role of the school principal as a catalyst in developing and maintaining relationships with families, business and community groups, and the media to support a school's vision and programs. Candidates examine the importance of public relations, effective communication practices, and strategies for identifying a community's resources, interests, and needs. Candidates will also analyze ethical considerations for working with external stakeholders, establishing effective media relations, and building business partnerships to benefit their school and community. In addition, candidates plan a social action project that involves school, families, community, and the media.
ADMIN 591A	Principal Internship Part I: Instructional Leadership	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.

ADMIN 591B	Principal Internship Part II: Organizational Management	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.
ADMIN 591C	Administrative Internship Part III: Professional Practice	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
ADMIN 594A	Administrative Practicum Part I: Instructional Leadership	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.
ADMIN 594B	Administrative Practicum Part II: Organizational Management	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

ADMIN 594C	Principal Practicum Part III: Prof Perspectives & Ref Prac	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
AET 500	Foundations of Adult Learning Theory	3	Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.
AET 508	Community-Based Education	3	This course provides an analysis of community-based programs and services available for adult learners. Students examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. In addition, students examine issues, trends, and barriers to success for adult learners. Students also review special populations of adult learners and their needs for community-based education.
AET 552	Marketing Adult Education	3	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.

AET 560	Facilitating Change	3	Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.
AET 562	Social Media for Professional Learning	3	Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570	Program Development in Adult Education	3	Learners examine a leader's role in developing and managing adult education within an organization. Learners define the organization's learning needs from a systems perspective, review the leader's role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.
AJS 503	Intro to Graduate Study in Criminal Justice and Security	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Students will learn program standards and objectives, graduate-level oral and written communication, collaboration, as well as locating, evaluating, and citing scholarly resources in the criminal justice and security disciplines.

AJS 504	Survey of Justice and Security	3	This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
AJS 505	Foundations of Justice and Security	3	This foundational course introduces the philosophies and relationships between policing, the court systems, corrections, and private security. Students will learn about public safety organizations and private sector organizations.
AJS 514	Criminological Theory	3	This is an advanced course in theories and crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.
AJS 515	Criminological Theory and Risk Mitigation	3	This advanced course focuses on theories of criminology, crime causation and victimization to include classical, biological, psychological, and sociological theories. Prevention strategies and victimogenesis considerations are addressed. Risk mitigation theories and application principles will also be surveyed as they relate to criminological theories.

AJS 524	Cybercrime and Information Systems Security	3	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, and data associated with information systems.
AJS 525	Cybercrime and Information Security	3	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, social media or other virtual platforms, and data associated with information systems.
AJS 534	Organizational Administration in Justice and Security	3	This course explores the various elements of organizational leadership and administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 544	Ethics in Justice and Security	3	This course examines the theoretical and philosophical basis of ethics and the standards of professional conduct applicable to justice and security agencies. Emphasis is placed on ethical dilemmas, the role of ethics in forming policy, and ethical decision-making. The course also explores procedural justice and transparency within an organization, the use of federal consent decrees, and the influence of diversity and equity on criminal justice and security practices.

AJS 554	Concepts of Physical and Personal Security	3	This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.
AJS 555	Critical Incident and Risk Management	3	This course examines the interrelationships between organizational risk assessment and consequence management within the context of justice and security organizations. Specifically, the course will examine organizational risk mitigation and management strategies, physical facility security, personal protection and the role of critical incident management.
AJS 564	Management of Institutional Risk and Critical Incident Mgmt	3	This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, we will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.
AJS 565	Strategic Planning in Criminal Justice and Security	3	This course discusses the role of strategic planning in attainment of the long-term mission and vision of criminal justice and security organizations. Students learn to create a common framework for organizational decision-making and resource investment. Essential elements of strategic planning are addressed, including the development, deployment, and performance measurement processes required to ensure that strategic plans remain relevant and dynamic. The relationship between strategic, operational, and tactical planning is also clarified.

AJS 574	Finance and Budgeting in Justice and Security	3	This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 583	Legal Issues in Justice and Security	3	This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society.
AJS 584	Forensic Science and Psychological Profiling	3	This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.
AJS 586	Public Policy Issues	3	This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 587	Contemporary Issues in Investigative Methodologies	3	This course provides the student with a fundamental understanding of forensic science, data, technology, behavioral profiling, and the application of scientific methodologies to the investigative process.
AJS 590	Public Policy and Civil Rights	3	This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society. The potential conflicts between public policy and civil rights will be discussed.
AJS 594	Program Development and Evaluation	3	This course prepares the student to identify operational goals, objectives, and evaluation of criminal justice or security programs within society. This course will provide an understanding of the application of key concepts, methods, and approaches in the field of program evaluation within the criminal justice and security profession.
APB 001	Assessment Period	0	This is assessment break period 001.

APB 002	Assessment Period	0	This is assessment period break 002.
APB 003	Assessment Period	0	This is assessment period break 003.
APB 004	Assessment Period	0	This is assessment period break 004.
APB 005	Assessment Period	0	This is assessment period break 005.

APB 006	Assessment Period Break 006	0	This is assessment break period 006.
APB 010	Assessment Period Break	0	This is an assessment period.
APB 020	Assessment Period Break	0	This is an assessment period.
APB 030	Assessment Period Break	0	This is an assessment period.

APB 040	Assessment Period Break	0	This is an assessment period.
APB 050	Assessment Period Break	0	This is an assessment period.
APB 060	Assessment Period Break	0	This is an assessment period.
APB 070	Assessment Period Break	0	This is an assessment period.

APB 080	Assessment Period Break	0	This is an assessment period.
APB 090	Assessment Period Break	0	This is an assessment period.
APE 515	Elementary Content Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the elementary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of elementary content, along with current research on pedagogy, are explored. This course provides teacher candidates with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
APE 518	Elementary Models, Theories, and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.

APE 522	Elementary - Effective Learning Climates	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APE 537	Elementary Curriculum and Assessment- Reading/ELA	3	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on the observations of groups of students in elementary education settings, is incorporated into the course requirements.
APES 514	Survey of Special Populations	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
APES 545	Clinical Practice	3	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

APES 562	Assessment and Evaluation	3	This course provides the teacher candidate with the methodology to assess student learning effectively. The focus is placed on providing teacher candidates with the tools necessary to use, interpret, and evaluate student growth in order to inform instruction. Teacher candidates explore a variety of assessment tools and construct objective and performance assessments.
APMT 315	Technology and Society	3	This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build social and material capital. A special focus is on the benefits technology accrues to humans and communities, as well as potential harmful effects of engaging with technology.
APMT 430	Social Media and Human Interaction	3	This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology-mediated relationships, and social etiquette in cyberspace.
APMT 440	Influence of Media on Behavior	3	This course explores the ways in which contemporary media shape cultures and human behaviors, including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education, and celebrity culture.

APMT 460	Cyber Communications	3	This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations and cyber commerce.
APMT 470	Digital Learning	3	This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings.
APS 508	Secondary - Models, Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
APS 523	Secondary - Effective Learning Climates	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, developing the classroom as a community, engaging and motivating the learner, communicating with parents, managing disruptive students, and connecting with diverse learners. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.

APS 542	Secondary Curriculum and Assessment-Reading Methods	3	This course focuses on the most current research, theory, and methods of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
APS 559	Secondary Content Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. The teacher candidate will use assessment data to enhance instruction that meets the students' varied learning needs. Teacher candidates will promote critical thinking, apply essential strategies, and incorporate meaningful context to promote a deeper understanding of content. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored.
APSE 559	Foundations of Special Education	3	This course examines the foundations of special education and introduces the characteristics of learning disabilities. State and federal regulations for the referral process, available programs or service delivery options, and Individualized Education Programs are examined. In addition, assessment and remediation techniques, instructional strategies, and classroom management practices are explored as well as the use of appropriate classroom materials. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APSE 570	SPED Curriculum and Assessment-Reading/ELA	3	This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will examine the foundations of reading development as well as formal and informal reading assessments used to identify students' strengths, weaknesses, and reading levels. Instructional techniques, including research-based phonics instruction, strategies for teaching learners with dyslexia, and intervention practices for working with exceptional learners are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.

APSE 575	Mathematics Instruction for SPED	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction and professional practices.
APSE 576	Characteristics of Autism Spectrum Disorders	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
APSE 578	SPED -Model Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
APSE 584	Learning Disabilities and Language Development Disorders	3	This course examines the characteristics of students with learning disabilities and language and development disorders. The teacher candidate will analyze and implement classroom management, instructional strategies, assessment, and augmentative and alternative technologies based on the needs of the students through a comprehensive lesson plan. Attention is given to the referral process and available program or service delivery options.

ARTS 100	Introduction to the Visual and Performing Arts	3	This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development.
ARTS 230	Survey of the Visual Arts	3	This course offers a foundation in analysis of the elements and styles in the visual arts. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning and the ability to make critical judgment based on principles of art.
ARTS 340	Exploration of Western Classical Music	3	This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.
AUT 510	Autism Spectrum Disorders: Foundations	3	This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn assessment and diagnosis processes, interventions, accommodations, and supports, with emphasis on current evidence-based practices.

AUT 512	Autism Spectrum Disorders: Communication and Socialization	3	This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.
AUT 513	Autism Spectrum Disorders: Behavior Management	3	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.
BCC 395	Contemporary Issues and Futures in Cybercrimes	3	This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.
BCC 400	Information Systems Fundamentals	3	This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.

BCC 401	Cybercrime in the 21st Century	3	This course explores developments and changes in the commission of crime, and the corresponding efforts to combat crime, brought about by the rapid creation, adoption, and expansion of technology. Specific topics include: how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, various types of cyberthreats, exploring the cybercriminal, and criminal justice efforts involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.
BCC 402	Cybercrime and Role of Law Enforcement Security Personnel	3	This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders, provide service to their communities.
BCC 403	Global Technology and Cybercrime	3	In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cyber technology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.
BDAT 376	Preparing Data for Analysis	3	This course covers prepping, cleaning, organizing and augmenting data for analysis. Students learn how to prepare data by cleaning it, creating the necessary variables, and formatting all variables, transcribing data, adjusting data that requires weighting and scale transformations and selecting the data analysis strategy.

BIO 101	Principles of Biology	3	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 101T	Principles of Biology	3	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 280	Conservation Biology	3	This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.
BIO 290	Anatomy and Physiology I	4	Anatomy and Physiology I is the first of a two-course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.

BIO 291	Anatomy and Physiology II	4	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.
BIO 315	Ecology and Evolution	3	This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.
BIO 330	Invertebrate Zoology	3	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.
BIO 335	Entomology	3	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.

BIO 340	Microbiology	3	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.
BIO 350	General Biology I	4	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.
BIO 351	General Biology II	4	This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through the completion of virtual labs.
BIO 405	Human Biology	3	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.

BIO 410	Genetics	3	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.
BIS 221	Introduction to Computer Applications and Systems	3	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 221T	Introduction to Computer Applications and Systems	3	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 320	Business Information Systems	3	This course provides instruction on the use of Business Information Systems. Students apply Microsoft® Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.

BLE 571	Instructional Techniques and Methods	3	This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.
BPA 200	Public Sector Communications	3	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to, include: memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.
BPA 201	Foundations of Public Administration	3	This course serves as an introduction to the study of public administration. During this course, students will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.
BPA 211	Foundations of Federal, State, and Local Government	3	This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.

BPA 221	Critical Thinking and Decision Making in the Public Sector	3	This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.
BPA 300	Politics and Citizenship: the Public Policy Environment	3	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 311	Principles of Governmental Accounting	3	This course focuses on principles of governmental accounting and budgeting. This course emphasizes financial statement preparation and analysis, internal controls, regulatory environment, and compliance. Students will gain knowledge in the civic implications of local, state and federal budgets.
BPA 321	Personnel Management	3	This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at-will, volunteer and non-profit personnel.

BPA 331	Financial Management for Non-Profit Organizations	3	This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non-profit organizations as well as in the international arena.
BPA 341	Public Programs: Implement and Evaluate in a Dynamic Setting	3	This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.
BPA 351	Research in Public Administration	3	This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
BPA 361	Grant Writing	3	This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.

BPA 371	Intergovernmental Relations	3	This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public- public and public- private, will be explored as will the use of quasi-governmental agencies.
BPA 381	Public Administration Policy, Legal Issues, Law & Ethics	3	This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.
BPA 410	Government and Non-Profit Accounting	3	Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.
BPA 411	Public Finance: Sources, Management, and Reports	3	This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.

BPA 421	Organizational Behavior and Ethical Responsibility	3	This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.
BPA 431	Leadership in the Public Sector	3	Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.
BPA 441	Urban and Regional Planning	3	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.
BPA 451	Capital Improvement Planning & Management	3	As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal/restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.

BPA 461	Contemporary Issues in Public Administration	3	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.
BRM 216	Introduction to the Retail Industry	3	This course provides students with an overview of the retail industry. Topics include an examination of basic principles and terminology, the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.
BRM 226	Customer Service Management	3	This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on using technology to improve customer service and managing customer interactions to enhance competitive advantage within the retail sector.
BRM 236	Sales, Tools, and Strategies	3	This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.

BRM 246	Retail Marketing: Merchandising	3	This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics. Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.
BRM 266	Retail Operations: Supply Management	3	This course is an examination of the retail operations function of retail management, including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.
BRM 276	Leadership and Supervision in Retail Capstone	3	This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of student in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.
BRM 353	Product and Brand Management	3	This course presents an analysis of product and brand management as it relates to the goods and services life cycle from conception to purchase. Upon completion of this course, students will be prepared to design and implement successful product and brand development strategies that deliver value to consumers.

BRM 360	Retail Data Analytics for Decision Making	3	The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional "brick and mortar" locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.
BSA 250	Foundations of Data Analytics	3	This course introduces practices in data analytics foundational to the industry and the field of data analytics. Covered are theories of analytics, the phases of the analytics lifecycle, analysis and exploration of data, relevant statistics for data modeling, data visualization, and the tools used for data analytics.
BSA 310	Business Systems	3	This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, and decision support. Emphasis is placed upon the selection, implementation, and use of information systems, the potential for integration of the systems, and information systems security.
BSA 375	Fundamentals of Business Systems Development	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

BSA 376	Systems Analysis and Design	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development with a focus on application within health care. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.
BSA 385	Intro to Software Engineering	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.
BSA 411	Systems Analysis Methodologies	3	This course provides an overview of planning a business analysis approach, which includes business analysis, requirements elicitation, enterprise analysis, and solution assessment.
BSA 412	Systems Analysis Tools	3	This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools - computer and non-computer supported. Emphasis is placed on when and how Microsoft® Visio® may be used for analysis.

BSA 413	IT Service Management	3	This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL) ® framework. The ITIL® framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.
BSA 425	BSIT Capstone	3	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSA 500	Business Systems I	3	This course introduces business systems. The course reviews the basics of the business environment and influences on that environment. Accounting and finance business systems are also reviewed.
BSA 502	Business Systems II	3	This course reviews the following business systems: marketing, sales, human resources, operations, and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 505	IS Auditing Processes	3	<p>This course focuses on information systems auditing, IT governance and protection and control of information assets. Topics include laws, regulations, standards, guidance, techniques, and professional ethics.</p> <p>This course is aligned to The Process of Auditing Information Systems domain of the ISACA CISA job practice areas.</p>
BSA 510	IT Governance and Management	3	<p>This course focuses on providing assurance that the organization has the structure, policies, accountability mechanisms, and monitoring practices in place to achieve the requirements of governance and management of IT.</p> <p>This course is aligned to the Governance and Management of IT domain of the ISACA CISA job practice areas.</p>
BSA 515	Acquisition, Development and Implementation of IS	3	<p>This course focuses on the practices for acquiring, developing, testing, and implementing information systems to meet the organization's strategies and objectives. Topics include business case development, supplier selection, project management, and controls. This course is aligned to the Information Systems Acquisition, Development and Implementation domain of the ISACA CISA job practice areas.</p>
BSA 520	Operations, Maintenance and Support of IS	3	<p>The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise's strategies and objectives.</p>

BSA 525	Information Assets Protection	3	The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise's security policies, standards, procedures, and controls ensure the confidentiality, integrity, and availability of information assets.
BSA 531	IT Architecture in the Age of Cloud	3	IT Architecture in the Age of Cloud covers solution architecture designed specifically for the cloud, with alignment to AWS Solution Architect - Associate certification. Course topics include designing and defining resilient performant architectures, and securing and cost-optimizing architectures that are operationally excellent.
BSA 550	Customer Relationship Management	3	This course provides a comprehensive review of customer relationship management (CRM), which is a major component of organizational business intelligence (BI). This course covers the domain of CRM and is not tied to any particular perspective and covers a number of holistic models. Students will learn three types of CRM - strategic, operational and analytical. This course emphasizes a managerial perspective on CRM while maintaining a balanced view of the technology.
BSA 570	Analytic Programming	3	This course is an introduction to analytic programming, an essential component of business analytics. Analytic programming combines statistical processes and programming to identify meaningful patterns in data as well as construct useful models. Topics include data access, data structures, data management, data functions and structures, reports and error resolution within the context of a statistical analysis framework. This course is aligned to the SAS Base Programmer Certification.

BSA 580	Statistical Business Analytics	3	This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.
BSCOM 100T	Introduction to Communication	3	This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.
BSCOM 210	Logic and Rhetoric	3	Open-mindedness to different perspectives is important - but equally important is the ability to construct a valid argument in support of one's claim. This course covers key skills in reasoning, critical thinking, and persuasion used to effectively communicate. Topics include logical argumentation, rhetoric, persuasion, semantics, and perception.
BSCOM 210T	Logic and Rhetoric	3	Open-mindedness to different perspectives is important - but equally important is the ability to construct a valid argument in support of one's claim. This course covers key skills in reasoning, critical thinking, and persuasion used to effectively communicate. Topics include logical argumentation, rhetoric, persuasion, semantics, and perception.

BSCOM 230	Storytelling	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 230T	Storytelling	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 234T	Foundations of Interpersonal Communication	3	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
BSCOM 250	Communication Technology	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.

BSCOM 250T	Communication Technology	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.
BSCOM 268T	Foundations of Mass Communication	3	This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.
BSCOM 300	Advertising and the Media	3	This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.
BSCOM 310	Interpersonal Communication	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.

BSCOM 310T	Interpersonal Communication	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.
BSCOM 320	Mass Communication and Media	3	This course introduces key media theories and practices and examines the history of mass communication and its influence on society. Topics covered include media literacy, propaganda, marketing, law, and ethics.
BSCOM 320T	Mass Communication and Media	3	This course introduces key media theories and practices and examines the history of mass communication and its influence on society. Topics covered include media literacy, propaganda, marketing, law, and ethics.
BSCOM 324	Communication Research	3	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies and content analysis.

BSCOM 324T	Communication Research	3	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies, and content analysis.
BSCOM 330	Computer Mediated Communication	3	This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.
BSCOM 336T	Communication Theories and Practice	3	This course explores the various theories of communication that create the foundation for study of communications in the bachelor's degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.
BSCOM 340	Organizational Communication	3	In this course, students will apply key communication strategies that support effective organizational communication. Topics include change management, training and development, operational transformation, and performance improvement.

BSCOM 340T	Organizational Communication	3	In this course, students will apply key communication strategies that support effective organizational communication. Topics include change management, training and development, operational transformation, and performance improvement.
BSCOM 348	Small Group and Team Communication	3	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 348T	Small Group and Team Communication	3	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 350	Journalism: Writing for Impact	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.

BSCOM 350T	Journalism: Writing for Impact	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.
BSCOM 360T	Organizational Communication	3	This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.
BSCOM 370	Social Media Communication	3	The emergence of social media has transformed how individuals, organizations, and entire industries communicate with one another. This course examines the evolution of social media technology and its influence on communication and behavior. Students will examine principles of visual communication, including the use of symbols and signs to communicate information.
BSCOM 370T	Social Media Communication	3	The emergence of social media has transformed how individuals, organizations, and entire industries communicate with one another. This course examines the evolution of social media technology and its influence on communication and behavior. Students will examine principles of visual communication, including the use of symbols and signs to communicate information.

BSCOM 380	Corporate Communication and Public Relations	3	This course introduces strategies used to shape public opinion, including image and brand management. Foundational principles of corporate and public relations and communication ethics are covered.
BSCOM 380T	Corporate Communication and Public Relations	3	This course introduces strategies used to shape public opinion, including image and brand management. Foundational principles of corporate and public relations and communication ethics are covered.
BSCOM 384	Marketing Communications	3	This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.
BSCOM 386	Sales Communications	3	This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

BSCOM 390	Intercultural Communication	3	The purpose of this course is to assist students in understanding and applying the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.
BSCOM 390T	Intercultural Communication	3	The purpose of this course is to assist students to understand and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.
BSCOM 400	Technical Communication	3	In this course, students will research and organize complex information for instructional and technical purposes. Students will also explore various technologies and editing processes used to clarify the delivery and display of information.
BSCOM 410	Media and Society	3	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

BSCOM 410T	Media and Society	3	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.
BSCOM 415	Communication Law	3	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 415T	Communication Law	3	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 420	Global and Intercultural Communication	3	In a world rich in culture and diverse individual backgrounds, it is essential to understand principles of effective intercultural and global communication. In this course, students will examine the influence of society upon group behavior, cultural traditions, and communication practices, and will apply strategies to improve communication and competence across various intercultural environments and contexts.

BSCOM 435	Creativity and Communication	3	Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of creative is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.
BSCOM 450	Negotiation, Mediation, and Diplomacy	3	Conflict and disagreements happen in every organization. This course examines conflict management and mediation strategies for a variety of situations that can be used to defuse tension and promote collaboration and compromise. Topics include communication law, negotiation, and diplomacy.
BSCOM 460	Ethics and Communication	3	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.
BSCOM 460T	Ethics and Communication	3	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

BSCOM 465	Communication in Mediation and Conflict Resolution	3	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 465T	Communication in Mediation and Conflict Resolution	3	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 470	Marketing and Sales Message Management	3	This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers, the development of marketing communications campaigns, the integration of the sales cycle and marketing communications, the use of a single voice to customers across all selling touch-points, and the ethical considerations associated with customer message management.
BSCOM 480	Applied Communication Capstone	3	In this capstone course, students will integrate and apply their learning from throughout the program. Students will construct a comprehensive and strategic communication plan and evaluate its impact on organizational performance.

BSCOM 485	Capstone in Communication	3	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSCOM 485T	Capstone in Communication	3	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSHS 305	Historical Development of Human Services: An Introduction	3	In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker's investment in the multidimensional field.
BSHS 325	Human Systems and Development	3	Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change.

BSHS 335	Ethics and Values for Human Service Professionals	3	In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information. (3 credits). Prerequisites: BSHS 305, 325; COMM/215 or equivalent; MTH/209 or equivalent.
BSHS 345	Diversity and Special Populations	3	The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general.
BSHS 355	Delivery of Human Services: Theory and Practice	3	This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally.
BSHS 375	Information Systems and Technology in Human Services	3	This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.

BSHS 385	Interpersonal Communication and Interviewing Skills	3	Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions.
BSHS 395	Client Assessment and Planning	3	This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals.
BSHS 405	Intervention, Direct Service Delivery & Case Management	3	This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals.
BSHS 406	Family and Social Systems: Contemporary Trends and Issues	3	Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.

BSHS 407	Family Violence Across the Lifespan: A Multi-Strata Problem	3	This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences, and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.
BSHS 408	Childhood Abuse and Neglect	3	This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution, and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.
BSHS 415	Field Experience I	3	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting.
BSHS 415O	Orientation to Field Experience	0	This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.

BSHS 425	Administration & Management of Human Service Programs	3	Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.
BSHS 426	Human Services Management: Theory & Practice	3	This course traces the historical context of human services management. Students will examine strategies for managing an integrated, multi-emotionally driven work force. Students will prepare to be generalists, understanding the scope of leading work forces under pressure. Students will employ learned management practices to distinguish, inspect, and measure the important attributes of program management and supervision. A focus on organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation, and effective communication with a range of paraprofessional and professional colleagues allows students to explore their role as managers in the growing human services field.
BSHS 427	Critical Thinking Skills in Management Decision-Making	3	This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems, and lead environments will be explored. Concepts of strategic planning, organizing, and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.
BSHS 428	Human Services Program Design and Proposal Writing	3	This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

BSHS 435	Research and Statistics in Human Services	3	This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.
BSHS 437	Social Systems and Aging	3	This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings, and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly- dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.
BSHS 438	Care for Aging Populations	3	The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation. (3 credits) Prerequisite: BSHS/437.
BSHS 439	Grief, Loss and End of Life Issues	3	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict. (3 credits) Prerequisite: BSHS/438.

BSHS 445	Survey of Crisis and Mental Health Issues and Interventions	3	In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk.
BSHS 455	Working with Addictions	3	This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation, and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction- and chemical-dependence-related issues.
BSHS 456	Addiction Interventions for Human Service Workers	3	This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured inpatient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.
BSHS 457	Codependence and Working with Families	3	In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families. (3 credits). Prerequisite: BSHS/456

BSHS 458	Action Planning, Relapse Prevention and Aftercare	3	This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues. (3 credits).
BSHS 465	Professional Development and Identity	3	In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS).
BSHS 475	Field Experience II	3	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority.
BSHS 485	Capstone: Advocacy and Creating Social Change	3	This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment.

BSLS 101CA	Orientation to Liberal Studies in Education	0	This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, Teacher Performance Assessments, and student teaching will be discussed.
BSS 395	Contemporary Issues and Futures in Security	3	This course focuses on modern topics in the security discipline to include an examination of current issues and potential future issues in the security industry. Emphasis is placed on studies of theoretical and practical applications of security leadership principles, physical security, investigative techniques, cybersecurity, legal and ethical considerations, future security issues and the role of the Chief Security Officer. Students will apply critical thinking and analyses of these core concepts in the comprehensive study of public, private and non-profit sector organizations in order to garner an overall grounded understanding of contemporary issues and futures in the security discipline.
BSS 480	Risk Management Perception and Communication	3	In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regards to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.
BSS 481	Counterterrorism Intelligence and Analysis	3	This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counter terrorism; examine counter terrorism analysis methods and Global Security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology Issues in counter terrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.

BSS 482	Securing Critical Infrastructure and Cyberspace	3	This course explores the developments and changes in security operations to secure the critical infrastructure in public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post-9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.
BSS 483	World View of Homeland Security	3	Students in this course will develop new skills to aid in the protection, safety, and security of society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.
BUS 212	Foundations of Business	3	In this course, students will understand the foundations of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.
BUS 212T	Foundations of Business	3	In this course, students will understand the foundations of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.

BUS 441	Small Business Operations	3	This course provides students with an overview of small business operational needs. Students will examine regulatory requirements, operational considerations, and human resource needs related to small business ownership.
BUS 475	Integrated Business Topics	3	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student's previous coursework.
BUS 502	The External Factors that Impact Business	3	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.
BUS 503	Accounting and Financial Decision Making	3	This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.

BUS 511	Managing the Business Environment	3	This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.
BUS 515	Seminar in Business Topics	3	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, information systems, accounting, finance, economics, management, leadership, and marketing.
BUS 700	Introduction to Business Administration in Doctoral Study	3	The course provides an introduction to business administration for doctoral students entering the Doctor of Business Administration or Doctor of Management programs who do not have prior academic experience in this area.
BUS 721	Issues in Optimizing Operations	3	This course provides an overview of business information systems, specifically Business Intelligence (BI) and Enterprise Resource Planning (ERP). Students will learn how businesses adapt approaches to optimize their operations and the conditions under which these lead to success. Students will also examine the link between operations excellence and corporate strategy.

BUS 731	Transforming the Business I	3	This course requires the student to integrate previous learning by identifying organizational problems and recommending alternative business models that will positively impact future organizational performance. The outcome of this course will be delivered in Transforming the Business II.
BUS 732	Transforming the Business II	3	This course requires the student to integrate previous learning by identifying organizational problems and recommending alternative business models that will positively impact future organizational performance. The outcome of this course will be a continuation of Transforming the Business I.
BUS 733	Transforming the Business	3	In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.
CAP GM591	Cases in Cross-Border Management	3	This content area capstone course applies management concepts related to global environment and corporate responsibility in a digital economy. Students learn to evaluate global managers environment, cultural context of global management, formulating and implementing strategies for international and global operations and global human resource management with focus on People, Profits and Planet. Case studies are utilized to assist in synthesizing concepts from prior global and business management course work.

CCMH 502	Graduate Portfolio	0	Portfolio is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-week, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CCMH 504	Individual and Family Development Across the Life Span	3	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate clinical situations and assess potential therapeutic interventions in context.
CCMH 506	Personality Theories and Counseling Models	3	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population-specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 510	Multi-Cultural Issues in Mental Health Counseling	3	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CCMH 510CA	Multicultural Issues in Mental Health Counseling	3	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 511	Fundamental Counseling Skills	3	This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.
CCMH 515	Legal, Ethical, and Professional Issues in Counseling	3	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 515CA	Legal, Ethical, and Professional Issues in Counseling	3	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

CCMH 520	Biological Basis of Behavior/Physiological Issues	3	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro-anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 521	Psychopharmacology/Biological Basis of Behavior	3	The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.
CCMH 522	Psychopharmacology	3	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
CCMH 525	Research Methods for Mental Health Counselors	3	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.

CCMH 535	Psychometrics	3	The focus of this course is on tests used in counseling and test reports, with an emphasis on learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed, and the following components are discussed: psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results.
CCMH 540	Career and Vocational Counseling	3	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	Introduction to Clinical Assessment	3	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CCMH 547	Basic Clinical Assessment and Psychometrics	3	This course introduces students to models and tools of clinical assessment and diagnosis techniques, including tests and test reports used in counseling and behavioral analysis. Students use the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to practice writing clear, accurate, and useful intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.

CCMH 548	Psychopathology: Advanced Clinical Assessment	3	Students build on the skills gained in previous courses, focusing on the more complex or problematic disorders. Students enhance their skills by using the Diagnostic and Statistical Manual of Mental Disorders® for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical-thinking skills; and on multicultural, legal, and ethical issues.
CCMH 551	Individual Counseling	3	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 558	Crisis Intervention and Trauma	3	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
CCMH 561	Dependency and Addictions	3	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.

CCMH 565	Family, Couple, and Child Counseling	3	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.
CCMH 568	Group Counseling	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
CCMH 578	Seminar Clinical Mental Health	3	This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice, and reviews the trends in both the knowledge and skills necessary to practice clinical mental health counseling. Additionally, this course explores current national and local issues relevant to the practice of mental health counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context. Issues surrounding the need for ongoing professional identity development, including membership in professional organizations, are examined as a strategy for counselor involvement in advocacy processes. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models for diverse needs and settings, including crisis and trauma, are investigated in-depth.
CCMH 581	Supervision/Management in Clinical Mental Health Counseling	3	This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CCMH 592	Practicum in Clinical Mental Health Counseling	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to integrate theory into practice through intake, assessment, and treatment with clients seeking mental health services. This course includes a special topic on Grief and Loss counseling. Students develop their styles and strengths as professional counseling practitioners, as well as identify areas needing further development.
CCMH 592O	Orient to Practicum in Clinical Mental Health Counseling	0	This course is an orientation to the practicum and internship.
CCMH 597A	Internship A	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCMH 597B	Internship B	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

CCMH 597C	Internship C	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CEM 535	Managing the Experience within the Health Care Environment	3	This course prepares students with the tools to design strategies within an organizational setting that meet the needs of the health care customer to improve outcomes and financial performance. Students will draw insights from customer analysis and health care consumer trends and preferences to formulate customer-driven strategies that increase customer satisfaction, improves loyalty, and produces positive results. Additional emphasis will be placed on new technologies, the social customer, and social media management and marketing.
CHL 610	Community Health Assessment	3	This course examines the concepts, methods and practices for assessing the health of a community. Topics include assessment of resources, data, gaps, and strengths; developing community health profiles; identifying determinants of health; and the utilization of community health assessment in prioritizing recommendations and developing public health interventions.
CHL 620	Community Health Engagement and Organizing	3	This course examines key principles of community health promotion and community based participatory research principles. Key elements of community organizing for improved health outcomes including establishing community collaborations and partnerships, engagement, coalition building, community assessment, and dissemination of efforts. Principles of community engagement are examined in relation to community health.

CHL 630	Planning and Implementing Community Health Initiatives	3	In this course, learners create theory-based and evidence-informed community health initiatives. The course will examine use of logic models, intervention activities, budget development, organizational structure, and stakeholder engagement. Course concepts are applied to community health settings and scenarios and students gain opportunity to plan and implement health programs and initiatives.
CHL 640	Evaluating Community Health Initiatives	3	This course provides learners with an opportunity to plan, implement, and utilize evaluation methods within community health settings. Basic principles and practices of evaluation are addressed, including identifying the goals of a community health initiative; designing and implementing an evaluation plan; using evaluation results to improve processes, programs, policies, and outcomes; and sharing results with stakeholder groups.
CHM 110	Introductory Chemistry	3	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 150	General Chemistry I	4	This course provides students with in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students may apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.

CHM 151	General Chemistry II	4	This course continues the examination of principles and applications of chemistry that was begun in CHM/150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation & reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs.
CIS 207T	Information Systems Fundamentals	3	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, data management, networking, and the Internet.
CIS 291	PC and Device Fundamentals	3	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293 are aligned with the requirements of the CompTIA A+ 220-1001 exam.
CIS 293	Network Troubleshooting and Support	3	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293 provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291, are aligned with the requirements of the CompTIA A+ 220-1001 exam.

CIS 295	Introduction to PC and Mobile Operating Systems	3	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297 align with the requirements of the CompTIA A+ 220-1002 exam.
CIS 297	Computer Security and Operational Support Fundamentals	3	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295 align with the requirements of the CompTIA A+ 220-1002 exam.
CIS 298	Healthcare IT	3	This course is an introduction to the technical knowledge and IT skills applied to healthcare business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in healthcare.
CIS 568	Information Systems Concepts	3	This course introduces the role of computer information systems in today's business environment. An overview is presented of the infrastructure, data, network, software, and hardware that make up computer information systems, the systems development process, and state-of-the-business topics of which management personnel should be aware.

CIT 245	Local Area Networking Fundamentals	3	This course addresses the fundamentals of local area network (LAN) and provides the basic networking components and their functions. The OSI model is introduced and the TCP/IP protocol stack and its layers are examined. Students learn how to install, operate, configure, and verify a basic IPv4 network, including implementing IPv4 addressing, configuring a LAN switch, and troubleshooting common LAN switch issues.
CIT 249	Wide Area Network Environment	3	This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Students learn routing and switching operations, including implementing VLANs and trunking, implementing and troubleshooting single-area Open Shortest Path First (OSPF) routing protocol and introduce IPv6 main features, addresses, and basic configuration. Advanced IP services are described, such as applying and troubleshooting Access Control Lists (ACLs), and managing IP address space using Network Address Translation (NAT), and Port Address Translation (PAT).
CIT 274	Routing and Switching Implementations	3	This course describes implementing scalable, medium-sized switched and routed networks. Students learn to build and improve redundant networks using Spanning Tree Protocol (STP) and EtherChannel, implement and troubleshoot EIGRP and multi-area OSPF routing protocols, and troubleshoot IPv6 network connectivity issues.
CIT 276	Routing and Switching Management	3	This course provides the knowledge and skills necessary for routing and switching management. Topics include extending Local Area Network (LAN) into a Wide Area Network (WAN), Virtual Private Network (VPN) solutions, and frame relay connectivity. Students learn network device, IOS file, and licensing management.

CIT 277	Website Development Foundations	3	This course introduces essential website development skills. Students will write code manually, as well as be introduced to graphical user interface (GUI) authoring tools. Topics include Hypertext Markup Language 5 (HTML5) code validation, web forms, tables and frames, Internet marketing, search engine optimization (SEO), and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.
CIT 278	Internet Business Concepts	3	This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.
CIT 279	Network Technology Foundations	3	This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the Open Systems Interconnection (OSI) reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.
CJA 305	Criminal Law	3	This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 314	Criminology	3	Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 315	Criminal Procedure	3	This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth, and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, and pretrial and trial processes. In addition, the United States Constitution, as interpreted by the U.S. Supreme Court, is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.
CJA 316	Survey of Criminal Justice	3	This course provides an overview of the key components, theoretical foundations and processes involved in the administration of criminal justice. The course examines the application of historical and philosophical considerations between the components of the criminal justice system.
CJA 324	Ethics in Criminal Justice	3	This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil liability in law enforcement and correctional environments.

CJA 325	Criminal Organizations	3	This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 326	Ethics in Criminal Justice	3	This course explores the ethical standards and codes of professional responsibility in criminal justice professions. It also provides a foundational perspective for ethics in relationship to professional organizations and agencies. Students will examine the interrelated nature of ethics, morality, legal responsibility, and social issues in criminal justice settings.
CJA 335	Research Statistics	3	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 336	Diversity in Criminal Justice	3	This course offers an inclusive, critical, and balanced examination of the American criminal justice system with respect to major aspects of multiculturalism and societal diversity. Students will examine policies, procedures, and issues of diversity prevalent in criminal justice administration.

CJA 344	Cultural Diversity Issues in Criminal Justice	3	This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.
CJA 345	Research Methods and Evaluation	3	Students learn and demonstrate knowledge of research methodology including problem formulation, design, data collection and analysis, interpreting and summarizing research findings while exploring the range and scope of research and evaluation tools available to the criminal justice professional. Students also analyze and critique criminal justice program and service evaluations published by criminal justice research professionals.
CJA 346	Theories of Criminology and Victimology	3	This course examines fundamental theories on the causes of criminal behavior, determinations on the extent of criminality in society, associated policy implications and the application of criminological theories in the criminal justice system. This course also explores traditional victimology, special victims and responses to victimization including civil and criminal processes and the correlation of victimology and criminology.
CJA 355	Grant Writing	3	This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.

CJA 356	Organizational Behavior and Management	3	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations. Organizational behavior management challenges individuals to understand organizational structure and systems, leadership, effective communication, and change management in our rapidly changing society.
CJA 365	Budget, Finance, and Planning	3	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 374	Juvenile Justice Systems and Processes	3	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 375	Interagency Communication	3	This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Emergency management principles, inter-organizational communication, and potential collaboration models are explored.

CJA 376	Interagency Communication	3	This course explores the relationships across all levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter-organizational communication, and potential collaboration models are explored.
CJA 385	Criminal Justice Policy Analysis & Program Evaluation	3	Students learn and demonstrate knowledge of models and operational strategies used to develop and evaluate criminal justice policies and programs including issue identification, development of alternative solutions and strategies, and predicting the potential impact of justice system policy alternatives and programs. Students also analyze and critique criminal justice policy and program evaluations published by criminal justice research professionals.
CJA 386	Research Statistics	3	This course examines introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis. Students will demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze the use of statistics in research published by criminal justice researchers.
CJA 395	Current Issues/Futures in Criminal Justice Management	3	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.

CJA 416	Budget, Finance, and Planning	3	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 426	Grant Writing and Funding	3	This course explores the essential foundations and strategies that criminal justice agencies and associated programs utilize in their pursuit of federal, state, and private grant solicitations. Students will identify funding sources, budgetary approaches and best practices in the development of successful grant proposals.
CJA 436	Mental Health Services and Crisis Intervention	3	This course explores the concepts designed to promote solutions that assist criminal justice professionals when dealing with individuals affected by mental health issues. Students will evaluate the concepts and administration of crisis intervention and mental health services, and their practical applications in the field. Students will create strategies for providing services to varied populations in the criminal justice system.
CJA 444	Organizational Behavior and Management	3	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations—court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 446	Criminal Justice Policy Analysis and Program Evaluation	3	This course explores strategies and alternative solutions used to develop, implement, and evaluate criminal justice policies and programs. Students analyze the operations of criminal justice programs against established standards in order to determine program improvement.
CJA 454	Criminal Justice Management Theory and Practice	3	This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles, and assessing the effectiveness of the activities of criminal justice organizations. Students will discuss constitutional requirements, court decisions, and legislation as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology and purposes and formats of financial statements are introduced.
CJA 456	Contemporary Issues and Future in Criminal Justice	3	This course will examine the impact of current and future advancements that interface with the criminal justice system. Discussions will focus upon established research and predictive techniques in policing, courts, and corrections. Students will gain the requisite knowledge to advance the profession as positive change-agents, through the extrapolation of future themes within the ever-evolving criminal justice field.
CJA 474	Managing Criminal Justice Personnel	3	This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems with, procedures for, and solutions to common personnel issues will be explored.

CJA 475	Forecasting and Strategic Planning	3	This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.
CJA 476	Criminal Justice Problem-Solving Methods	3	This course examines problem-solving approaches to criminal justice issues through root cause analyses, application of problem-solving methodologies, and assessment of the effectiveness of the criminal justice responses to contemporary issues.
CJA 484	Criminal Justice Administration Capstone	3	This capstone course is designed for students to integrate their acquired knowledge of theory into practical applications. Students focus on integrating core content of criminal justice administration with specialized content from the criminal justice management concentration area. Students assess the impact of their educational experiences on their professional competence and values, critical thinking, problem solving, communication, information use, and collaboration skills necessary for the modern criminal justice manager.
CJA 486	Administration Capstone	3	This capstone course is designed for students to integrate their acquired knowledge of theory into practical applications. Students will demonstrate ethical decision-making, research, public policy and administration as it applies to communities and the criminal justice field.

CJHS 395	Issues and Futures in Human Services in Criminal Justice	3	This course examines both the principle issues in providing human services within contemporary criminal justice as well as the extrapolation of such issues toward possible futures of human services within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected from human services and human service workers in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, and national levels of human services in criminal justice administration.
CJHS 400	Theory and Practice: Human Services in Criminal Justice	3	Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.
CJHS 410	Mental Health and Crisis Interventions in Criminal Justice	3	Students will learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.
CJHS 420	Case Management and Services Provided in Criminal Justice	3	This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.

CJHS 430	Collaborative Services in Criminal Justice	3	This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of human service workers in the areas of mediator, advocate, facilitator, evaluator, provider and agency representatives. Overcoming barriers to effective service delivery through the use of collaboration is also considered.
CJS 201	Introduction to Criminal Justice	3	This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology, and constitutional limitations of the system will be covered.
CJS 205	Composition for Communication in the Criminal Justice System	3	This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.
CJS 211	Ethics in Criminal Justice	3	This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.

CJS 215	Introduction to Forensics	3	This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.
CJS 221	Cultural Diversity in Criminal Justice	3	This course offers a comprehensive, critical, and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts, and corrections environments.
CJS 225	Critical Thinking in Criminal Justice	3	This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.
CJS 231	Criminology	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.

CJS 235	Victimology	3	This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.
CJS 241	Introduction to Police Theory and Practices	3	This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJS 245	Juvenile Justice Systems and Processes	3	This course is a general introduction to the field of juvenile justice, including an overview of the juvenile justice system and the differences between dependency and delinquency. Students address current problems facing juveniles, and compare adult and juvenile justice systems. Special attention is given to the problems inherent in the police handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.
CJS 251	Introduction to Criminal Court Systems	3	This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the court system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJS 255	Introduction to Corrections	3	This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.
CMGT 245	IS Security Concepts	3	This course introduces general concepts of information systems security. Content includes governmental views, positions, and risk assessment and management. Coursework explores other concepts, including contingency and business resumption planning, backup schemes, and implementation strategies, as well as various types of invasive actions and prevention measures.
CMGT 400	Intro to Information Assurance & Security	3	This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
CMGT 410	Project Planning and Implementation	3	This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.

CMGT 413	Application Acquisition and Sourcing	3	This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and insourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.
CMGT 420	Integrated Project Management	3	This course prepares students for the Project Management Institute (PMI®) CAPM® certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.
CMGT 430	Enterprise Security	3	This course covers the managerial and technical considerations related to access controls, authentication, external attacks, and other risk areas facing an enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well as the concepts for protecting the hardware and software assets of an enterprise.
CMGT 431	Information Systems Security	3	This course introduces students to the concept of information systems security within the framework of a major security certification - the Certified Information Systems Security Professional (CISSP) certification. It provides an overview of the new eight domains of the CISSP certification and prepares students for more detailed work in the subsequent program courses. The domains include: Security and Risk Management, focusing on Security, Risk, Compliance, Law, Regulations, and Business Continuity; Asset Security, focusing on Protecting the Security of Assets; Security Engineering, focusing on Engineering and Management of Security; Communication and Network Security, focusing on Designing and Protecting Network Security; Identity and Access Management, focusing on Controlling Access and Managing Identity; Security Assessment and Testing, focusing on Designing, Performing, and Analyzing Security Testing; Security Operations, focusing on Foundational Concepts, Investigations, Incident Management, and Disaster Recovery; and Software Development Security, focusing on Understanding, Applying, and Enforcing Software Security.

CMGT 433	Cyber Security	3	This course explores the evolution from information security to cyber security, policy and cyber security development, and the relationships between business and public- or private-sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and Internet security as they apply to both business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability or mitigation process as well as the need for development of an organization-wide cyber security policy.
CMGT 442	Information Systems Risk Management	3	This course reinforces student's knowledge of the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas presented. Organizational policies, project management, and procurement considerations will also be analyzed and applied to development, implementation, and use of computer-based information systems.
CMGT 445	Application Implementation	3	This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s), and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.
CMGT 545	Influence and Leadership in Tech	3	This course discusses how to effectively communicate with organizational C-suite leaders and lead as a strategic partner, as IT continues to move from a department supporting or serving the business to leading change and innovation. Leadership skills includes managing project scope, cost, quality and stakeholders. Students learn the importance of soft skills such as influence, idea sharing and generating, managing conflict, and leading change.

CMGT 554	IT Infrastructure	3	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the Internet, server and storage architectures, and regulatory considerations.
CMGT 555	Systems Analysis and Development	3	This course provides a background in analysis and design techniques for business system and application development. This course covers Software Development Life Cycle (SDLC) with emphasis on waterfall and agile methodologies.
CMGT 556	Enterprise Models	3	This course provides an introduction to organizational managerial support systems and the use of metrics in strategic business decisions. Strategies for the use of a Supply Chain Management (SCM) system with a focus on the software selection and implementation are evaluated. Additionally the role and benefits of a Customer Relationship Management (CRM) system are examined with a comparison of Enterprise Resource Planning (ERP) benefits to the business process. The skills developed in this course ensure that students have a strong foundation and background of successfully integrating all three strategies within an organization.
CMGT 557	Emerging Technologies & Issues	3	The course examines emerging technology, the related issues and their potential impact on an organization. This examination provides an understanding of both the technical and managerial issues, including the strategic implications associated with emerging technologies.

CMGT 558	Strategic Management of Technology and Innovation	3	This course covers the subject of technological innovation management as a strategic process from assessing competitive dynamics, strategy formulation, to strategy implementation with an eye toward new product development. Students are given opportunities to use critical and design thinking to solution real-world challenges such as skill shortages, technical debt, and DevOps.
CMGT 559	Managing Risk and Security vs Opportunity	3	This course explores the role of security and risk management in the overall business strategy as it relates to the opportunities involved in implementing emerging technologies across industries. Topics include identifying risks and vulnerabilities, developing a plan or solutions to mitigate the risks, and integrating these solutions in the business.
CMGT 575	CIS Project Management	3	This course addresses the processes and skills needed for successful project management in the computer information systems and technology environment of business. Topics include project scoping, estimating, scheduling, budgeting, tracking, and controlling.
CMGT 578	CIS Strategic Planning	3	This course provides the knowledge and skills to develop effective short, intermediate, and long-range strategic information systems plans. Course topics include the need for and contents of a corporate strategic plan; the relationship of information systems planning to overall organizational goals; assessment of the organization's current state; determination of information technology (IT), project, and management requirements; and the means of prioritizing and selecting systems projects.

CMGT 582	Security & Ethics	3	The ethical issues examined in the course include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations, and compliance requirements are examined in this course, as well as the considerations for creating a safe digital environment within the organization.
CMGT 583	IS Integration	3	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture
CMHC 551	Human Sexuality and Sex Therapy	3	The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations.
CNSL 500	Orientation to the Counseling Profession	0	CNSL/500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.

CNSL 502	Graduate Portfolio I	0	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CNSL 503R	Residency I	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency is the last requirement for formal admission into the counseling program and provides an opportunity for students to observe, practice, and demonstrate competency in basic counseling skills. Students are evaluated on professional dispositions, fundamental counseling skills, and their readiness to matriculate in the program.
CNSL 513R	Residency II	1	This residency course is 2-weeks in length, with significant synchronous interactions with faculty and peers. The final 3-days of the residency provides an opportunity for students to observe, practice, and demonstrate competency integrating counseling skills with cognitive-behavioral theory. Students explore couples counseling concepts and strategies. Other topics include professional and personal development; application of theory to practice; and sensitivity to diversity issues. Students will demonstrate intake, assessment and treatment planning abilities. In addition to counseling skills, students are evaluated on professional dispositions and their readiness to progress in the program.
CNSL 523R	Residency III	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. Students practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. This residency is also used to determine the student's readiness for work with diverse populations during clinical placement in practicum and internship courses. Specific topics include professional orientation, professional identity, personal growth, and self-care.

CNSL 556	Portfolio II	0	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.
COM 295	Business Communications	3	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the effect of technology, such as social media, on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.
COM 295T	Business Communications	3	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.
COM 340	Mass Communication	3	This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

COM 516	Professional Communications	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
COM 520	Organizational Communication for Adult Education & Training	3	In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and technology tools for collaborative learning.
COM 537	Organizational Communications	3	This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.
COM 539	Communications: Selling and Customer Engagement	3	This course will introduce students to the fundamentals of the sales management process. Students will leverage their negotiation and persuasive communication skills in the development of a sales plan. Specific topics include an understanding of strategies for prospecting ethically based long-term relationship selling, proactive customer-focused selling techniques, and adaptive selling and active listening practices.

COM 600	Communication Skills for Graduate Study	3	This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.
COM 705	Communication Strategies	1	This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
COM PA523	Communications for Public Administrators	3	This course prepares students to communicate with multiple stakeholders, elected officials and the public in the political environment. Students will apply communication concepts to create messages that are sensitive to the opinions and positions of disparate groups. Other topics, at the state and local level, include uniqueness of public sector communications, public involvement, and internal & external communications.
COMM 110	Introduction to Oral Communication	3	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.

COMM 315	Diversity Issues in Communication	3	This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.
COMM 400	Management Communication Skills	3	This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.
COMPROGLAB	Computer Programming Lab	0	This is a workshop for the new BSIT program Computer Programming Labs.
CPMGT 300	Project Management	3	This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft®Project software.

CPMGT 301	Strategic Portfolio and Project Management	3	This course introduces students to the planning phase of project management. Students will discover the connection between strategic portfolio management and project management. Other topics include project-based versus non-project-based organizations, activity planning and sequencing, human resource planning, communications planning, and project management planning.
CPMGT 302	Procurement and Risk Management	3	This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.
CPMGT 303	Project Estimating and Control Techniques	3	To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.
CPMGT 304	Leading Projects in Organizations	3	This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMGT 305	Project Management Capstone	3	This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management knowledge learned throughout the Project Management Certificate. Students will develop and deliver a project plan and presentation of that plan to the executive board in a role-play environment. Universal project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.
CPMGT 310	Project Management Methodologies	3	This course examines the various project management methodologies used to successfully manage projects within an organization. Students will discover effective and efficient practices of applied project management techniques to include waterfall, PRINCE2®, agile, six sigma, and Kanban methods. Students will also examine the influence of project type on the methodology used to effectively manage the project.
CPMGT 311	Agile Project Management with Scrum Methodology	3	This course provides students with an understanding of agile management as it relates to the agile project manager utilizing scrum methodology. Students will apply the scrum development framework to deliver rapidly improved outcomes within an organization. Scrum practices will be discussed in detail, including self-organizing teams, Scrum roles, sprint planning, tracking, and tools for defining and measuring progress.
CPMGT 312	Program Management	3	This course provides students with an overview of program management techniques to effectively manage the complexity of a collection of projects. Students will develop the skills to logically dissect a complex deliverable into individual parts, apply best practices to develop logical plans for program components, and understand how to manage dependencies and organize program staff into a high-performing program team.

CPSS 210	Introduction to Criminal Justice	3	This course is an introductory overview that provides students with the opportunity to gain an understanding of the criminal justice system in the United States. The course surveys the foundations of the criminal justice system including individual and organizational roles and the issues encountered on a daily basis.
CPSS 215	Survey of Corrections in the United States	3	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies and organizations who manage and support convicted offenders. Other topics include policies and procedures, sentencing, community supervision, and rehabilitation of offenders.
CPSS 225	Survey of Correctional Program Career Opportunities	3	This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.
CPSS 235	Working with the Juvenile Justice System	3	This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.

CPSS 240	Foundations of Criminal Behavior	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CPSS 300	Working with the Correctional Population	3	This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.
CPSS 315	Social Psychology	3	This course provides a unified view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and power and exchange in social life. Human thoughts, feelings, and actions as influenced by other people are explored.
CPSS 316	Social Psychology and Criminal Behavior	3	This course provides a unified view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and group think as they relate to human thoughts, feelings, and actions.

CPSS 330	Essentials of Communication in Corrections	3	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.
CPSS 331	Ethics and Values for Support Services Professionals	3	This course provides an overview of ethical standards outlined by human service, criminal justice, and mental health organizations. Students will explore and examine their personal values, beliefs, and biases as they relate to different social involved populations.
CPSS 332	Diversity and Special Populations	3	This course offers an inclusive, critical, and balanced examination of diverse populations. The emphasis of this course is on implicit and explicit multicultural factors. Students will examine personal beliefs, values, and develop culturally appropriate strategies when working with diverse and special populations.
CPSS 370	Intake, Assessment, and Classification	3	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.

CPSS 385	Case Planning and Case Management	3	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.
CPSS 395	Program Facilitation Skills	3	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	Institutional and Community-Based Programs	3	This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.
CPSS 405	Working with Sex Offenders	3	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.

CPSS 410	Overview of Mental Health in Criminal Justice	3	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.
CPSS 411	Mental Health Issues in the Forensic Setting	3	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	Organic- and Physiologically-Based Disorders	3	This course introduces students to the diagnostic criteria for organic and physiologically based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 413	Character- and Personality-Based Disorders	3	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.

CPSS 415	Working with Juvenile Offenders	3	This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.
CPSS 416	Overview of Adolescent Development	3	This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.
CPSS 417	The Role and Influence of the Family	3	This course allows students to examine the complex correlation between of family dynamics and juvenile delinquency. Students explore topics related to prevention, development, and rehabilitation.
CPSS 418	Prevention and Treatment Interventions	3	This course will introduce students to basic prevention and treatment models. Students will survey a variety of interventions and strategies for addressing delinquent behavior.

CPSS 420	Issues of Substance Abuse and Addiction	3	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.
CPSS 421	Etiology and Physiology of Addictions Disorders	3	This course examines the development of addiction disorders and the factors that influence substance abuse. Students will explore the prevalence of co-occurring disorders and addictions in vulnerable populations.
CPSS 422	Alcohol- and Drug-Related Addictions Disorders	3	This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.
CPSS 423	Prevention, Self-Help, and Treatment Models	3	This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.

CPSS 430	Maintaining Boundaries and Self-Care	3	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.
CSC 390	Culture and Communication	3	Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.
CSC 391	Geography, Culture and Communication	3	This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.
CSC 392	Ethnic and Cultural Diversity	3	Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.

CSS 422	Software Architecture	3	This course focuses on the role of software architecture in modern business system development. Topics covered in this course include the understanding of software architecture as a set of design decisions to meet functional requirements and quality attributes, design patterns, modeling tools and techniques, and software architecture in some new technology trends.
CSS 562	Programming Concepts	3	This course introduces object-oriented programming (OOP) in the context of business applications development. This course blends the need to understand the discipline of developing a modern, Graphical User Interface (GUI) based object-oriented program using the Java™ programming language, and the issues and topics with leading and managing programming projects in a team setting.
CTEC 510	Overview of Career and Technical Education	3	This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 511	Career and Technical Education Curriculum and Instruction	3	This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.

CTEL 501	Language and Language Development	4	This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes, and stages of language acquisition will also be covered.
CTEL 502	Assessment and Instruction	4	This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards-based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE), as well as resources, approaches and methods, listening and speaking, and reading and writing.
CTEL 503	Culture and Inclusion	4	This course addresses culture and inclusion. Participants examine cultural concepts and perspectives, cultural diversity, cross-cultural interaction, and culturally-inclusive instruction. Cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning is also explored.
CUR 505	Social and Global Perspectives of Teacher Leadership	3	Students in this course have the opportunity to analyze the field of education from a social and global perspective. Students investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.

CUR 506	Theories and Best Practices of Curriculum and Instruction	3	This course focuses on applying curricular theory to best practices in the 21st century classroom. Learners explore current research in curriculum and instruction. In addition, learners analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.
CUR 515	Critical Thinking and Innovative Skills	3	Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
CUR 516	Curriculum Theory and Instructional Design	4	In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.
CUR 518	Multicultural Strategies for the Adult Learner	3	In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.

CUR 520	Advocating for Learning	3	Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.
CUR 525	Ethical Issues in Education	3	This course examines the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision making. Students will explore ethical, social, and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.
CUR 528	Assessment of Learning	3	Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and analyzing assessments to improve instruction and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.
CUR 530	Assessment and Evaluation Models	3	In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school-wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.

CUR 532	Facilitating Online Learning	3	Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools; mobile learning technologies; and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies..
CUR 535	Research for Improved Practice	4	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to select instructional practices that lead to gains in student achievement that promote lifelong learning.
CUR 540	Methods of Coaching in the Instructional Setting	3	This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. This course will examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Candidates will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.
CUR 545	Using Technology for Teaching and Learning	3	Students evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st-century classroom. Students will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, students will determine how they will advocate and be change agents for technology integration within their districts, schools, classrooms, and the community.

CUR 550	Engaging in Communities of Practice	3	Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.
CUR 555	Professional Learning for Continuous Improvement	3	Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high-quality staff development and learning networks.
CUR 712	Curriculum Theory	3	This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.
CUR 713	Curriculum, Developmental, and Learning Theories	3	This course provides an overview of foundational and contemporary learning theories and the principles of brain-based learning and cognitive information processing. Students will examine how learning theory contributes to the intellectual development of learners and the impact it has on the educational process and curriculum design. With these concepts as a foundation, students will analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

CUR 721	Curriculum Design	3	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722	Instructional Models	3	This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs, and staff development are of special focus.
CUR 723	Assessment of Student Learning	3	This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
CUR 731	Supervision of Curriculum and Instruction	3	This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

CUR 732	Program Evaluation	3	In this course, students explore program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
CYB 100	Cyber Domain	3	This course defines the Cyber Domain that encompasses Cybersecurity as the discipline of securing computer information and communications systems, networks, infrastructures and assets, and protecting them against damage, unauthorized use, modification or exploitation. The Cyber Domain must be managed ethically, politically and physically in a similar collaborative fashion to the space, maritime and physical domains of states and nations globally.
CYB 110	Foundations of Security	3	This course provides comprehensive Cybersecurity awareness and a fundamental understanding of various computer and network security threats such as: Identity Theft, Fraud, Online Scams, Virus and Backdoors, Hacking, Social Engineering Attacks and more.
CYB 120	Computer Network Defense Part 1	3	This course provides network training on Computer Network Defense fundamentals; security threats, vulnerabilities, and attacks; controls, protocols and devices; and security policy design and implementation.

CYB 130	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYB 130T	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYB 135	Object-Oriented Security Scripting	3	Students reinforce foundational skills and learn new topics such as modules, files, inheritance, recursion, plotting, and searching and sorting algorithms. Students apply programming skills and knowledge to basic forensic investigation, port scanning, and network analysis, needed in cybersecurity.
CYB 140	Computer Network Defense Part 2	3	This course provides network training on Computer Network Defense. Introduced topics include physical and host security; firewall configuration and management; Intrusion Detection Systems (IDS) and Virtual Private Network (VPN) configuration and management.

CYB 150	Computer Network Defense Part 3	3	This course provides network training on Computer Network Defense. Introduced topics include wireless defense; traffic monitoring and analysis; network risk and vulnerability management; data backup and recovery; and incident response and management.
CYB 160	Governance and Privacy	3	This course is an historical overview of the continually evolving development of global internet governance and policy that was intended to be open, inclusive, collaborative and transparent rather than being mandated by governmental or intergovernmental agreement. User privacy and the confidentiality of data are additional topics that impact governance and are covered in this course.
CYB 205	Infrastructure Administration	3	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.
CYB 207	Risk Frameworks	3	This course focuses on security risk assessment. Risk Frameworks reviewed include National institute of Standards and Technology (NIST), International Organization for Standardization (ISO), and developing models.

CYB 209	Compliance Management, Certification and Accreditation	3	Risk frameworks, as they apply to critical infrastructures, are evaluated in this course. An example security and compliance plan is reviewed and serves as a model for course assignments. Templates for writing security policies and developing a security and compliance plan are employed in a course project.
CYB 211	Applied Security Part 1	3	This course provides reinforced learning on cybersecurity topics and builds from prior network defense courses. Reviewed topics include networking topologies; physical and network security; data protection; tools used to scan, protect, and test networks; network policies and procedures; and mitigation of network and operating system vulnerabilities.
CYB 213	Applied Security Part 2	3	This course provides reinforced training on cybersecurity topics. Reviewed topics include network monitoring; intrusion detection systems; remote security; VPN management; firewall management; network incident response; data backup and recovery.
CYB 215	Project Cyber Operations	3	This project on Cyber Operations combines and demonstrates the acquired knowledge and skills from preceding policy, operations, compliance and security accreditation courses.

CYB 225	Linux Fundamentals	3	This is an introductory course on Linux that provides sufficient command of the subject to meet the initial needs of penetration testing.
CYB 227	Sniffing and Network Analysis	3	This course develops essential skills for network analysis by sniffing packets using a network protocol analyzer.
CYB 229	Ethical Hacking Part 1	3	This course provides training on penetration testing. Introduced topics include Introduction to Ethical Hacking, Footprinting and Reconnaissance, Scanning Networks, Enumeration, System Hacking, and Malware Threats.
CYB 231	Ethical Hacking Part 2	3	This course provides training on penetration testing. Introduced topics include sniffing, social engineering, denial-of-service, session hijacking, hacking web servers, evading IDS, firewalls, and honeypots.

CYB 233	Ethical Hacking Part 3	3	This course provides training on penetration testing. Introduced topics include SQL injection attacks, hacking web applications, wireless networks, mobile platforms, operational technology, the Internet of things, and cloud platforms, and cryptography basics.
CYB 235	Project Ethical Hacking	3	This project on Applied Ethical Hacking combines and demonstrates the acquired knowledge and skills from sniffing and penetration testing courses.
CYB 320	Global Cyber Ethics	3	Classical ethical models are reviewed in this course and identified in an analysis of usage and product practices on the global Internet from an international perspective. A comparison of evolving codes of ethics in culturally diverse nations is developed in order to better prepare a globally-sensitive security professional.
CYB 340	Web and Cloud Computing and Security	3	This course focuses on becoming familiar with and securing web applications and cloud computing. The student is given hands-on training on implementing web and data base servers and experiencing first-hand the power of cloud deployment.

CYB 350	Security Team Participation	3	This course provides hands-on, real life experience for the student to participate as a contributing member of an enterprise security team. The various roles of security team members are studied, observed and experienced daily in a functioning computer infrastructure.
CYB 360	Wireless Security	3	This course prepares the student to plan, install, configure and maintain a secure wireless infrastructure. Topics covered include basic radio frequency (RF) technologies, regulations and standards, protocols and devices, network implementation, network security, RF site surveying, antenna concepts, wireless network architecture, wireless local area network (LAN) hardware and software, along with network design, installation and management.
CYB 405	Information Systems Governance	3	This course focuses on the application of information security management principles from an executive management point of view. This course will cover Information Security Management Program, the IS Governance Program, Regulatory and Legal Compliance, and Risk Management.
CYB 407	Information Systems Risk Controls and Auditing Management	3	This course focuses on information security management principles. It will cover Designing-Deploying and Managing Security Controls, Security Control Types and Objects, Implementing Control and Assurance Frameworks, and Audit Management.

CYB 409	Information Systems Leadership, Projects and Operations	3	This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.
CYB 411	Information Systems Core Competencies	3	This course focuses on the application of information security management principles and provides training on penetration testing methodologies including Security Analysis, TCP/IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering and Vulnerability Analysis.
CYB 413	Strategic Planning and Finance	3	This course concentrates on the application of information security management principles, and covers Security Strategic and Financial Planning.
CYB 415	Project Cybersecurity Policy and Governance	3	This project is designed to enhance the skills based competencies of the Chief Information Security Officer's role in today's environment. Students must conduct detailed analysis of case industry studies and perform practical application exercises involving executive level decisions that are highly critical to overall success.

CYB 425	Security Analyst Procedures and Methodology	3	This course provides training on penetration testing methodologies including Security Analysis, TCP IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering, and Vulnerability Analysis.
CYB 427	Security Analyst Network Threat Testing	3	This course provides training on using penetration testing methodologies on both internal and external networks comprised of Firewalls, Intrusion Detection Systems, and Web and SQL Database Applications.
CYB 429	Security Analyst: Database, Web Apps and Perimeter Devices	3	This course provides training on using penetration testing methodologies on Database, web applications and perimeter devices. Students will also learn to analyze post-test results as well.
CYB 431	Security Testing and Analysis	3	This course provides instruction on using penetration testing methodologies associated with wireless, IoT, and Cloud technologies. Students learn Standards and Compliance, Information Systems Security Principles, Incident Handling and Response, and Auditing as well as how to analyze post-test results.

CYB 433	Project Pen Testing Plan	3	This penetration testing planning project is designed to enhance the skills based competency of a penetration tester. Students must conduct a detailed penetration test through a Cyber range environment and submit a formal written report.
CYB 435	Project Pen Testing Execution and Report	3	This penetration testing execution project is designed to enhance the skills based competency of a penetration tester. This course is intensively hands-on and significant emphasis is placed on the practical competency of the student.
CYB 445	Risk Assessment	3	This course will focus on proficiency in analyzing security risks and insider threats. Students will also learn how to assess various security incidents such as malware incidents, email security incidents, and insider attack threats.
CYB 447	Insider Threat and Reporting	3	This course will focus on proficiency in handling and responding to various security incidents such as network security incidents, malicious code incidents, and insider attack threats. In addition, students will learn about computer forensics and its role in handling and responding to incidents with proper reporting in reference to security policies and law.

CYB 449	Computer Forensics Investigative Process	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover major forensic investigation scenarios that enable students to acquire necessary hands-on experience on forensic investigation techniques including Searching and Seizing Computers, Digital Forensics, First Responder Procedures, and Understanding Hard Disks and File Systems.
CYB 451	Computer Forensics Lab	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover major forensic investigation scenarios that enable students to acquire necessary hands-on experience on various forensic investigation techniques including Windows Forensics, Data Application and Duplication, Recovering Deleted Files and Deleted Partitions, and Investigation using forensic toolkits.
CYB 453	Network, Wireless, Web, Email and Mobile Forensics	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover forensic investigation scenarios that enable students to acquire necessary hands-on experience using forensic investigation such as Steganography and Image File Forensics, Application Password Crackers, Log Capturing and Event Correlation, Investigating Logs and Network Traffic, Investigating Wireless and Web Attacks and Investigative Reports.
CYB 455	Project Digital Forensics	3	This project on Applied Digital Forensics combines and demonstrates the acquired knowledge and skills from preceding specified courses.

CYB 490	Capstone Bachelor Design	3	The Capstone project combines and demonstrates the acquired knowledge and skills from Computer Network Defense, other Core Courses, and selected Elective courses. This course comprises the project design phase of the Capstone.
CYB 492	Capstone Bachelor Implementation	3	This project is the implementation phase of the Capstone project that combines and demonstrates the acquired knowledge and skills from Computer Network Defense, other Core Courses, and selected Elective courses.
CYB 500	Advanced Cybersecurity Concepts	3	This course delivers core concepts in cybersecurity related to protecting an organization. Students learn topics in threat intelligence and detection, techniques for identifying vulnerabilities within an organization's infrastructure, network and data analysis, incident response and the prevention of future attacks.
CYB 505	Secure Software Development	3	This course covers topics in secure software design, the Software Development Life Cycle (SDLC). Students learn how to follow secure coding practices and analyze code for security risks before testing and validating the security of their design. Students also learn concepts in deployment, operations and maintenance of secure software.

CYB 510	Cloud Security	3	This course provides students with an overview of the concepts related to securing a cloud environment. Students learn the design principles and requirements involved in securing a cloud or hybrid enterprise while adhering to policies, frameworks and regulations necessary to maintain resilient structures. Other topics include risk management, risk assessment, software security, and business continuity planning.
CYB 515	Network Security	3	This course provides instruction in advanced topics in network security. Students learn how to protect a network from vulnerabilities including designing a network with security in mind, selecting the proper technologies, implementing security policies and touches on the human factors associated with network security. Additional topics include physical security, disaster recovery and digital forensics.
CYB 520	Cyber Ethics	3	This course covers a range of moral, social and ethical considerations in the realm of cyberspace. Students learn concepts in privacy, governance, censorship, and intellectual property by exploring the impact of technology on morals and ethics from a societal approach.
CYB 525	Leadership in Cybersecurity	3	This course will include several areas of leadership in cybersecurity that include a building and maintaining a cybersecurity technology stack, building and maintaining a layered defense strategy and the expenses associated. Students will learn how to present to the board of directors as an everyday function as a cybersecurity leader that comprises of an understanding of how to create a report, communicate effectively and how that will impact the budget and overall strategy.

CYB 530	Cybersecurity Practitioner	3	This course introduces concepts in security operations such as security principles, network security, cloud security and incident response. Students will learn about Security Operations Center (SOC) operations and procedures and how these relate to an incident response plan.
CYB 535	Secure Programming	3	The course includes advanced concepts in programming for students who already have a background in one or more programming languages. Students will work on real-world scenarios in networking, database programming and security to support the cybersecurity infrastructure within an organization.
CYB 540	Cryptography	3	This course covers principles and practices in cryptography exploring more in-depth concepts in network security and secure communication. Students will work in a variety of algorithms and how concepts like public key infrastructure, hash functions and encryption methods help to secure an organization.
CYB 545	Threat Intelligence	3	This course provides students with a holistic view of threat intelligence, including not only the types of attacks but methods to determine motivation and goals behind a variety of attacks, data collection and analysis, and how to plan a threat intelligence program. Students learn the entire threat analysis process and how to create effective threat intelligence reports.

CYB 550	Technical Enterprise Security	3	This course will cover how to determine the best security measures based on different types of organizations. Students will learn how to meet the security requirements of an organization including network design, storage, applications and security controls as well as other technologies to build or maintain a resilient enterprise architecture.
CYB 555	Enterprise Security Operations	3	This course will teach students the appropriate methods and how to select the best tools for conducting a security assessment. Students will learn concepts in implementing incident response plans and recovery procedures and revisit how risk management is impacted by business and industry influences.
CYB 560	MSCYB Capstone	3	Students will use the tools and techniques gained through the sum of their experience and previous coursework to participate in a variety of cyber range activities and team-based activities.
DAT 105	Introduction to Database Concepts/Roles	3	This foundational course provides a historical perspective of database systems and the core concepts needed for any role in database careers.

DAT 205	Communicating across the IT Organization	3	With a focus on IT's responsibilities to work with an entire organization this course focuses on the presentation, negotiation, and communications skills needed to work with all levels of employees.
DAT 210	Data Programming Languages	3	This course covers today's most popular data programming languages. Students will be introduced at a high level to the programming languages as they relate to database design, development and management.
DAT 305	Data Structures for Problem Solving	3	This course covers data structures, recursion, analysis, sorting and searching (sequential and binary), tree and tree algorithms, graphs and graph algorithms, as related to organizational problem solving across industries.
DAT 350	Analyzing and Mining Data	3	This course covers data mining techniques for structured and unstructured data. Learn programming techniques and algorithms to transform large quantities of data into usable Business Intelligence (BI).

DAT 380	Advanced Database Architecture	3	This course covers DDBMS architectures, data structures, schemas and standards in addition to centralized and client server systems, server system architectures, parallel systems, distributed systems.
DAT 390	Database Integration with Other Systems	3	This course addresses the main standards for data integration, movement or replication and federation. Students will investigate transparency and emulation, cleaning, archiving and information preservation across systems.
DAT 565	Data Analysis and Business Analytics	3	This course will introduce students to data discovery, data analytics, and data visualization with contemporary business tools. Students will learn to differentiate data analytics from statistical analysis and use the power of informatics in shaping decision-making in the modern business context. The course will address analytics as a tool for business process-improvement and present data acquisition and formatting, metric creation, data discovery, and data visualization with real-world examples and exercises for students to work through in class.
DATCB 565	Data Analysis and Business Analytics	3	<p>This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.</p> <p>Competency 22: The student will employ statistical methods used in data mining and descriptive and predictive analytics to support actionable business decisions.</p> <p>Competency 23: The student will examine statistical patterns and trends to highlight organizational performance and support organizational strategic planning.</p> <p>Competency 24: The student will analyze business research to drive organizational decision making.</p>

DBM 280	Fundamentals of Access Database	3	This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.
DBM 294	Querying a SQL Server	3	This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment.
DBM 296	Administering a SQL Server	3	This course provides an introduction to the installation, configuration, support, availability, and recovery of databases. The considerations for database administration when addressing the requirements for user access, security, backup, and recovery will be covered. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL Server® database.
DBM 298	Implementing a Data Warehouse	3	This course will cover the design and implementation of a data warehouse. Emphasis will be placed on extraction and transformation of data, design of the data control flow, load options SQL Server Integration Services (SSIS) script options, and the establishment, implementation, and maintenance of data quality solutions.

DBM 380	Database Concepts	3	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 381	Database Concepts	3	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 384	Special Purpose Databases	3	This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.
DBM 460	Enterprise Database Management Systems	3	This course covers distributed computing, middleware, and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

DBM 502	Database Management	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
DHA 700	Introduction to Health Administration in Doctoral Study	3	The course provides an introduction to health administration for doctoral students entering the Doctor of Health Administration program who do not have prior academic experience in this area.
DHA 711	Administration of Complex Health Care Systems	3	Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision-making at the policy and the organizational level.
DHA 714	Health Care Marketing	3	Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services.

DHA 715	Risk Management in Complex Health Organizations	3	The U.S. health care system is both complex and fragmented. It is critical that scholar-practitioner-leaders have a thorough understanding of risk management, as well as how to manage litigation and how to facilitate contractual relationships. Successful leaders will also need to possess a wide range of skills, including a working knowledge of resource, asset, and human resource management. A well-rounded leader will be required to understand concepts from claims administration and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.
DHA 721	Health Care Economics	3	This course focuses on the application of economic theory to the amount, organization, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services.
DHA 722	Policy and Regulation in Health Care	3	The scholar-practitioner-leader will focus on the role of health policy and regulations in the administration of health care systems. Students critically assess the complex dynamics of politics, ethics, and policy in the development of health legislation and regulations. The process of developing policy, rules and regulations at federal, state, and local levels is examined. Evidence-based approaches are applied to evaluate the effectiveness of implemented policy with emphasis on access, cost, quality and outcome measures. Major health legislation enacted during the 20th and 21st centuries and their impacts on health care at societal, system, and organization levels are reviewed.
DHA 723	Executive Information Systems	3	In this course, students examine clinical and administrative healthcare systems employed by executive leaders and the legislative practices that affect those systems. Specific emphasis is placed on critical systems used to facilitate decision-making, strategic planning, and financial reimbursement. Additionally, students discourse the origins, storage, and use of clinical data in the context of data warehouses, clinical repositories, electronic healthcare records, and big data.

DHA 724	Globalization of Health Care	3	This course focuses on global health care systems with the objective of improving the US health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.
DHA 731	Population Health and Epidemiology	3	The science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision- making. Students will apply this science in the analysis of emerging health epidemics and diseases.
DHA 732	Evaluation of Health Care Programs	3	This course is designed to present the major concepts, methods, and issues of evaluating health care programs and services to doctoral students. This course will prepare health care administrators to utilize various evaluation and research methodologies and tools to make decisions regarding program outcomes and effectiveness. Evaluation literature about health programs and services is integrated into the course from a wide variety of sources. Students will incorporate learning to develop a program evaluation plan presentation.
DHA 733	Contemporary Leadership Issues	3	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DNP 700	DNP Expectations Seminar	1	This foundational course introduces students to the program requirements and doctoral learning expectations for the Doctor of Nursing Practice (DNP) program. Students engage in structured activities and guided dialogue to promote inter/intrapersonal collaboration; explore the integration of the roles of Scholar, practitioner and leader; and demonstrate the initiative needed to take the next steps in their doctoral journey through iterative improvements to critical thinking, reading, and writing by applying faculty feedback, writing resources, and personal insights.
DNP 701	Biostatistics and Epidemiology	3	This course examines biostatistics and epidemiology for advanced evidence-based practice (EBP) in nursing using an integrated application of statistics to basic epidemiological concepts. Students engage in the practical application of statistical concepts, quantitative methodology for advanced evidence-based practice (EBP) in nursing, and statistical utility for decision-making using statistical analysis software to further examine the role of nursing practice related to disease and injury prevention. Additionally, students integrate decision theory and critical analysis through the evaluation of methods, results, and discussion sections of a research report.
DNP 705	Philosophy, Theory, and Science for Nursing Practice	3	This course focuses on the philosophical and theoretical underpinnings of nursing science and practice at the doctoral level of expertise. The philosophy of science and the philosophical, theoretical, and ethical foundations of nursing practice and inquiry are examined. Students integrate teaching-learning theory into a personalized framework for doctoral practice.
DNP 710	Evidence-Based Practice Measurement and Clinical Inquiry	3	In this course, students use practice scholarship to examine and address health issues at the population and practice levels. Students align research questions from various methodological approaches with appropriate research design and measures, while evaluating literature focused on providing safe, high-quality care outcomes. Critical analysis of case studies, evaluation of various measures of continuous quality improvement (CQI), and the effective use of program evaluation are addressed. Students also evaluate literature related to their DNP Applied Project topic and refine the methodology appropriate for their research question.

DNP 715	Information Systems and Health Care Delivery Technology	3	In this course, students examine the function and purpose of healthcare informatics and delivery technology in promoting advanced evidence-based practice in nursing. In addition, students explore the components of modern data systems, including advanced clinical information systems, decision modeling programs, and financial systems, to inform the selection, application, and evaluation of healthcare information systems and practice technologies.
DNP 725	Policy and Regulation in Health Care	3	This course will focus on an analysis of health policy and its influence on health care delivery systems. The student will examine the structure and function of legislative and regulatory bodies, governance, public relations, and global health care issues. The course promotes the concepts of leadership to inform advocacy, policy formation and implementation through the lens of ethics, social justice and evidence.
DNP 730	Organizational and Systems Leadership	3	This course will focus on the exploration of organizational and systems theory for quality improvement science. Students will contribute to the development of transformational leadership strategies to facilitate changes in health care systems.
DNP 740	Clinical Prevention and Population Health	3	The course focuses on the use of epidemiological biostatistical, environmental , geographic, genetic, behavioral and socioeconomic data to design, develop and implement interventions to improve health care access, address gaps in care and decrease health disparities. Students will apply comprehensive surveillance, prevention, and health promotion approaches to improve population health.

DNP 750	DNP Applied Project I	3	The outcome of this course will be a precis that articulates a specific goal and plan that will evolve into the student's DNP Applied Project.
DNP 751	DNP Applied Project II	3	In this course, students engage in the iterative advancement of the DNP practice dissertation proposal. With continued faculty guidance, students leverage self-assessment and forecasting strategies to refine their skills and improve upon the quality of their proposal drafts for completion and submission.
DNP 752	DNP Applied Project III	3	The outcome of this course will be the submission and oral defense of the DNP Applied Project.
DNP 752A	DNP Applied Project and Practicum III	3	The outcome of this course will be the submission and oral defense of the DNP Applied Project.

DOC 700	Developing the Doctoral Identity	1	This 5-week foundational course prepares students for the rigors of their program by establishing doctoral-level expectations in the areas of critical reading, writing, thinking, and research. Students explore the College of Doctoral Studies integrated approach to scholarship, practice, and leadership through structured activities and guided discourse while also developing the initiative to become self-directed learners in their intellectual/doctoral journey.
DOC 705R	Creative and Critical Thinking	3	This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 714S	Symposium I	3	This course serves as the first of two online immersive experiences for University of Phoenix doctoral students. The first covers foundational tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.
DOC 715	Doctoral Seminar I	3	This course deals with the theoretical and practical aspects of research and dissertation development in a practice doctorate context. In this course, students begin to develop Chapter 1 and to examine relevant industry and academic literature and move toward creation of a robust, cogent review of scholarship aligned with designing Chapter 2 of an applied doctoral dissertation.

DOC 719S	Symposium II	3	This course serves as the second of two online immersive experiences for University of Phoenix doctoral students. The second covers advanced tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.
DOC 720R	Doctoral Seminar I	2	DOC/720R is the first step in the formal development of the doctoral dissertation. You will review and clarify problem and purpose statements, create and refine research questions and hypotheses, identify sample populations, research methodologies and data gathering procedures and complete a précis that serves as a framework for the dissertation. The intended impact of the student's dissertation on society, the discipline, and practitioners will be discussed.
DOC 721N	Prospectus and Proposal Workshop	3	This course continues the formal development of the student's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, populations and samples, and the intended contribution of the study to the profession and society. The outcome of this course is Chapter 1 of the dissertation that articulates a specific goal and plan that will evolve into the learner's dissertation.
DOC 722	Doctoral Seminar II	3	In this course, students refine the requisite skills necessary to further develop their concept paper into a dissertation proposal. Students expand their work from Second-Year Residency by applying critical analysis to refine the research method, inform the selection of a research design, and to develop a focused literature review.

DOC 723	Doctoral Seminar II	3	In this course, students refine the requisite skills necessary to develop their dissertation-proposal Chapters 1 and 2 for review and approval. Students expand their work from previous courses by working with their University Research Methodologists (URM) to align their research foundation elements in Chapter 1, and by working with their Chair to develop a focused Chapter 2 literature review.
DOC 733	Doctoral Dissertation	3	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 733A	Doctoral Dissertation	3	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733B	Doctoral Dissertation	3	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.

DOC 733R	Doctoral Seminar III	3	This five-day experiential residency course engages students in critical discussion and collaboration to explore the integration of theory and practice as a mechanism to guide their professional identity development in the communities they serve. Students reflect on the complex interrelationships between inquiry, knowledge, practice, and theory juxtaposed with the praxis of the scholar-practitioner-leader. Throughout the residency, students develop an increasingly reflexive articulation and demonstration of how their participation in a doctoral program has influenced their growth as scholar-practitioner leaders. Additionally, students develop shared visions for the continuation of their transformation as future leaders who engage with academics and practitioners to promote scholarship for evidenced-based decision-making.
DOC 734	Doctoral Project IV	3	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734A	Doctoral Project IV	3	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734B	Doctoral Project IV	3	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOC 734R	Doctoral Seminar IV	2	This 3-day residency course engages students in collaborative discussions and independent activities aimed at developing a complete dissertation proposal. By means of individual feedback and collegial discourse, students contribute to a community of scholarship and practice.
DOC 735	Research Proposal	3	Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.
DOC 736A	Dissertation I	3	The purpose of this class is for the student and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) Review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736B	Dissertation I	3	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.

DOC 736C	Dissertation I	3	This third available dissertation proposal course provides extended time for one-on-one work between a student and his or her dissertation committee Chair. Students enroll for this course when a student has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Students should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Students must repeat this course, until the dissertation proposal is approved.
DOC 736IA	Dissertation I	3	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IB	Dissertation I	3	This course is a continuation of DOC/736IA, where students work with their Chair and committee members to finalize and submit the dissertation proposal for approval. The Chair and student work together to re-assess and improve readiness and skill preparation for the completion of the dissertation proposal in accordance with university guidelines and standards of ethical research. Enhanced support is provided to guide students towards completion of the dissertation proposal.
DOC 736IC	Dissertation I	3	This course is a continuation of DOC/736I B, where students work with their Chair and committee members to finalize and submit the dissertation proposal for approval. The Chair and student work together to re-assess and improve readiness and skill preparation for the completion of the dissertation proposal in accordance with university guidelines and standards of ethical research. Enhanced support is provided to guide students towards completion of the dissertation proposal.

DOC 736N1	Dissertation I	3	The purpose of this class is for the student and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) Review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736N2	Dissertation I	3	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736N3	Dissertation I	3	This third available dissertation proposal course provides extended time for one-on-one work between a student and his or her dissertation committee Chair. Students enroll for this course when a student has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Students should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Students must repeat this course, until the dissertation proposal is approved.
DOC 737	Dissertation II	3	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course, the Learning Contract serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.

DOC 737I	Dissertation II	3	Students, with the support of the Chair and committee, collect and analyze dissertation data and write the results and conclusions chapters of the dissertation. A completion plan serves as the catalyst for completing the dissertation.
DOC 737N	Dissertation II	3	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course, the Learning Contract serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 738A	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738B	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.

DOC 738C	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IA	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738IB	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738IC	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.

DOC 738N1	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N2	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N3	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 740R	Annual Renewal Residency	0	This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/733 and DOC/734. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.

DOC 741	Doctoral Dissertation	3	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741A	Doctoral Dissertation	3	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	Doctoral Dissertation	3	In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.
DOC 742	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.

DOC 742A	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 787	Concept Continuing Enrollment I	0	This course is a continuation of DOC/723 and is intended for students to finalize their dissertation concept for review and approval. Students iterate to refine their research method(s), inform the selection of their research design, and develop a focused literature review
DOC 788	Concept Continuing Enrollment II	1	This course is a continuation of DOC/723 and is intended for students to finalize their dissertation concept for review and approval. Students iterate to refine their research method(s), inform the selection of their research design, and develop a focused literature review.

DOC 887	Dissertation Continuing Enrollment I	0	This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 888	Dissertation Continuing Enrollment II	1	In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 889	Dissertation Continuing Enrollment I	0	This is a 1-week chair-guided course that serves as a continuation of DOC/741A. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 890	Dissertation Continuing Enrollment II	1	This is a 3-week chair-guided course that serves as a continuation of DOC/741A. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.

DOC 891	Dissertation Continuing Enrollment I	0	This is a 1-week chair-guided course that serves as a continuation of DOC/741B. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 892	Dissertation Continuing Enrollment II	1	This is a 3-week chair-guided course that serves as a continuation of DOC/741B. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 893	Dissertation Continuing Enrollment I	0	This 1-week dissertation continuation course is designed to facilitate student submission of the dissertation proposal to Quality Review Methods (QRM).
DOC 987	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.

DOC 988	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 989	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742A. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 990	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742A. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 991	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742B. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.

DOC 992	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742B. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 993	Dissertation Continuing Enrollment I	0	This 1-week dissertation continuation course is designed to facilitate student completion of the doctoral dissertation requirements, including submission to Quality Review Final (QRF) and delivery of the oral defense.
DOC 994	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.
DOC 995	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.

DOC 996	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.
DSC 330	Data Communication and Visualization for Business	3	This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.
ECE 205	Developmentally-Effective Learning Environments	3	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.
ECE 206	Curriculum and Instruction in Early Childhood Education	3	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.

ECE 207	Assessment in Early Childhood Education	3	This course provides an overview of a variety of assessment techniques in early childhood education, including assessment of children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age eight.
ECE 510	Effective Instruction for Early Childhood Education	3	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 511	Language and Literacy Methods in Early Childhood Education	3	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.
ECE 512	Early Childhood Assessment	3	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.

ECE 513	Early Childhood Growth and Development	3	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.
ECE 514	Family/Community Involvement in Early Childhood Education	3	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	Early Childhood Growth and Development	3	This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language development of children from birth through age 8 / grade 3. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.
ECH 211	Instructional Strategies for Early Childhood Education	3	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting, birth through age 8 or through Grade 3. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.

ECH 300	Orientation to Early Childhood Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample and technology resources will be discussed.
ECH 301	Foundations of Early Childhood Education	3	This course provides an overview of early childhood education for children, birth through age 8. Historical foundations of early childhood education, the role of technology, professionalism, and trends and issues in education are introduced. Students will reflect upon their personal dispositional skills desired for an educational career and will create a personal philosophy of education.
ECH 302	Exceptionalities of the Young Child	3	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.
ECH 321	Developmentally-Effective Learning Environments	3	This course examines developmentally-effective strategies used in implementing and managing a positive and active early childhood learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting, birth through age 8 or Grade 3.

ECH 390	Early Childhood Student Teaching Seminar	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
ECH 400	Assessment and Evaluation in Early Childhood	3	This course provides exposure to a variety of assessment techniques in early childhood education. There is a focus on assessment strategies, tools, and resources, including the use of technology. Teacher candidates will learn to use assessment data for planning instruction and incorporating interventions, as well as communicating and developing partnerships with families. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age 8, including children with special needs.
ECH 416	Methods of Teaching in Early Childhood: Mathematics	3	This course focuses on mathematical methodology and assessment strategies for young children. Integration of content, appropriate instructional strategies, and curriculum and assessment planning are emphasized. Multiple perspectives of young children as learners of mathematics and current research on mathematics pedagogy are explored. Students evaluate and use instructional methods, curricular materials, technological resources, and appropriate assessment strategies. Special attention is given to using manipulatives in math instruction and developing problem-solving skills.
ECH 418	Community and Family Engagement	3	This course focuses on establishing and maintaining collaborative relationships between families, early childhood learning environments, and communities to support children's learning and development. Candidates explore the topics of family diversity, building relationships, and the role of advocacy in early childhood education. Emphasis is placed on creating family and community partnerships as well as connecting students, families, and schools to available community services.

ECH 420	Methods of Teaching in Early Childhood: Science	3	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.
ECH 430	Methods of Teaching in Early Childhood: Social Studies	3	This course provides a foundation in developmentally appropriate content and methodology for the teaching of social studies in early childhood education (birth through age 8). Teacher candidates will explore content standards, instruction and assessment strategies, technology integration, and theoretical perspectives and practices related to early childhood social studies education. In addition, candidates will develop meaningful curricular content and hands-on learning experiences, as well as investigate strategies for creating an effective learning environment and opportunities for family and community involvement.
ECH 435	Methods of Teaching in Early Childhood: Arts and Music	3	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally effective practices and integration of visual arts, drama or performing arts, and dance, movement, and music across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.
ECH 496	Early Childhood Student Teaching	8	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ECH 497	Student Teaching	8	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
ECH 498	Early Childhood Student Teaching (Birth-Preschool)	4	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the student teaching experience and preparing to teach up to preschool-age children. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 499	Early Childhood Student Teaching (K Through Age 8/Grade 3)	4	This course will focus on the design and implementation of the Kindergarten through Age 8/Grade 3 Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECO 365	Principles of Microeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 365T	Principles of Microeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 370	Environmental Economics	3	This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.
ECO 372	Principles of Macroeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 372T	Principles of Macroeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 535	The Digital Economy	3	This course will emphasize the importance of economic theories in the context of digital transformation. Students will learn a fundamental understanding of how to approach business problems related to digitalization within the world economy. Students will apply and discuss economic theories and how they can help to analyze, understand, and solve business problems.
ECOCB 535	The Digital Economy	3	<p>This course will emphasize the importance of economic theories in the context of digital transformation. Students will learn a fundamental understanding of how to approach business problems related to digitalization within the world economy. Students will apply and discuss economic theories and how they can help to analyze, understand, and solve business problems.</p> <p>Competency 10: The student will assess the effects of market structure on competition, production, and pricing.</p> <p>Competency 11: The student will analyze the relationships between government, business, consumer practices, and economic conditions.</p> <p>Competency 12: The student will evaluate economic theories and policies related to international trade and global business practices.</p>
EDD 004	Faculty Supervision Educational Leadership	0	These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.
EDD 007	Faculty Supervision	0	These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.

EDD 583	Clinical Practice	6	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EDD 700	Introduction to Education Administration in Doctoral Study	3	The course provides an introduction to education administration for doctoral students entering the Doctor of Education-Educational Leadership program who do not have prior academic experience in this area.
EDD 712	Leadership in Contemporary Organizations	3	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 714	Comparative Models of Educational Environments	3	This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

EDD 721	Planning and Leading Change	3	This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
EDD 722	The Legal Context of Education	3	In this course, students examine existing and emerging legal contexts that govern American education systems. Weekly topics provide a progressive exploration of foundational sources of law that impact education-from The Constitution of the United States to landmark legal cases-to affirm the legal rights and responsibilities of educators and students. Other course topics establish a platform to assess the legalities of educational governance and leadership in addition to emerging and contemporary legal issues.
EDD 723	Ethics and Values in Learning Organizations	3	In this course, the ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies about ethical dilemmas are included for analysis. The roles of value education, codes of conduct, and codes of ethics are debated.
EDD 724	Instructional Leadership	3	In this course, students explore instructional leadership as an integrated practice to evolve their understanding of, and capacity for, advancing teaching and learning. Effective teaching and learning strategies are examined as they relate to motivating faculty, staff, and students, and creating dynamic learning environments. Additional topics include leading change in learning environments and counterbalancing resistance to change for faculty, staff, and students.

EDD 731	The Economics of Education	3	The principles and theories of the economics of education are examined. The role that federal, state, and local governments play in the economics of education is explored in-depth. Key topics include budget management grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 733	Evaluation and Assessment Methods	3	This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes based assessment, institutional research, and staff and evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.
EDS 799	Educational Specialist Capstone	3	The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course, learners will complete a reflective self-assessment of their learning throughout the program.
EDT 711	Educational Technology Research	3	This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.

EDT 721	Instructional Design	3	This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.
EDT 722	Distance Learning	3	This course traces the development of distance learning, including past, present, and future trends. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.
EDT 723	Instructional Media and Design Techniques	3	This course examines various types of technologies used in the development of instructional projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and emerging technologies that are purposeful in facilitating learning in multiple environments.
EDT 731	System Analysis and Design	3	This course follows the phases of planning, needs analysis, design, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider technology selection, vendor selection, organizational constraints, maintenance, and enhancements in an effort to address present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.

EDT 732	Integrating Technology and Curriculum	3	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.
EDT 733	Technology Leadership	3	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDU 101	Foundations of Education	3	In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.
EDU 105	Diversity in Educational Settings	3	This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.

EDU 200	Introduction to Assessment	3	In this course, learners are introduced to the role of assessment in education. The purpose and types of assessment are identified, including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Students will also explore the topics of feedback and grading.
EDU 215	Ethics and Social Responsibility in Education	3	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision making, professional, and personal conduct of teachers.
EDU 300	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, My Time Log, Student Teaching, Teacher Work Sample and technology resources will be discussed.
EDU 300CA	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.

EDU 301	Foundations of Education	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 301CA	Foundations of Education	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 305	Child Development	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.
EDU 305CA	Child Development	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.

EDU 311	Models and Theories of Instruction	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.
EDU 311CA	Models and Theories of Instruction	3	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 315	Legal & Ethical Issues in Education	3	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional, and personal conduct of teachers.
EDU 321	Classroom Management	3	This course explores differentiated approaches and strategies for managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.

EDU 321CA	Classroom Management	3	This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.
EDU 390	Elementary Education Seminar	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
EDUC 518	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
EDUC 519	Foundations of Education	3	This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 521	Classroom Management for Educators	3	In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.
EDUC 522	Curriculum Development and Instruction	3	This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.
EDUC 523	Middle School Curriculum Development and Instruction	3	This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.
EDUC 524	Assessment and Evaluation for Educators	3	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.

EDUC 525	Theories of Growing and Learning	3	This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDUC 526	Overview of Adolescent Psychology	3	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.
EDUC 527	Teaching Critical Thinking Skills	3	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.
EDUC 528	Communication Strategies for Educators	3	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.

EDUC 545	Family Engagement and Community Involvement	3	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.
EDUC 548	Coaching and Mentoring	3	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.
EED 400	Assessment in Elementary Education	3	This course focuses on defining assessment and utilizing effective assessment practices in the classroom. The fundamentals of assessment, including formative, summative, standardized and performance assessments and their uses will be discussed. Teacher candidates will explore the reliability and validity of assessment and evaluate test performance data for the purpose of planning instruction.
EED 416	Elementary Methods: Mathematics	3	This course provides a context for teaching and assessing students in elementary mathematics. Content knowledge, interdisciplinary teaching, and curriculum are emphasized. Teacher candidates will evaluate and use instructional methods, resources, and technology. The course focuses on enhancing the meaning of mathematical concepts by promoting critical thinking and problem-solving skills.

EED 420	Elementary Methods - Science	3	This course provides a context for teaching and assessing students in elementary science. Teacher candidates will explore interdisciplinary teaching, curriculum content, and instruction and assessment strategies that enhance inquiry learning in the science classroom. In addition, teacher candidates will focus on content knowledge and promoting the development of critical thinking skills to include science in other content areas.
EED 425	Elementary Methods-Health/PE	3	This course provides an overview of the health and physical education state and national standards and provides a context for how standards are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored. In addition, teacher candidates will examine strategies for promoting the goal of life-long health and an understanding of human movement.
EED 430	Elementary Methods - Social Studies	3	This course provides a context for teaching and assessing students in elementary social studies. Teacher candidates will explore the purpose and place for social studies instruction, analyze and apply content standards, and examine methodologies and resources for teaching social studies. In addition, teacher candidates will develop student-centered instruction to meet the needs of culturally, academically, and linguistically diverse students. The course focuses on strategies for developing students' critical thinking skills and integrating social studies with other disciplines.
EED 435	Elementary Methods - Fine Arts	3	This course defines and provides a context for teaching and assessing students in the area of arts education. Candidates will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on integrating arts education across the curriculum.

EED 436CA	Elementary Methods: Social Science and Fine Arts	3	This course defines and provides a context for teaching and assessing students in the area of social science and visual and performing arts. Participants will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on interdisciplinary practices and the integration of social science and visual or performing arts into other content areas. The course also investigates the use of technology and community involvement in the social science and visual and performing arts classrooms.
EED 438CA	Elementary Methods: Mathematics and Science	3	This course focuses on methodology and assessment strategies that enhance instruction in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science, along with current research on pedagogy, are explored. Students are provided the opportunity to develop the ability to evaluate and apply instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 444	Elementary Methods - Integration of Hawaiian Studies	3	This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data-collection tools designed to assess student learning.
EED 491CA	Elementary Clinical Practice A	4	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

EED 492CA	Elementary Clinical Practice B	4	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 496	Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 498	Elementary Student Teaching, Seminar I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 498CA	Elementary Student Teaching, Seminar I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

EED 499	Elementary Student Teaching, Seminar II	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499CA	Elementary Student Teaching: Seminar II	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.
ELEC 714	DHA Elective	3	Placeholder for elective courses in the DHA program.
ELEC 725	Doctoral Extension	3	DOCTORAL EXTENSION

ELL 300	Instructional Methods for English Language Learners	3	This course focuses on instruction for English language learners (ELLs). It emphasizes knowledge of and sensitivity to the history and culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELL 500	Instructional Methods for English Language Learners	3	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELM 532	Creating an Effective Learning Environment	3	This course explores differentiated approaches and strategies used in managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
ELM 533	Instruction and Assessment for Diverse Learners	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.

ELM 534	Elements of Literacy Content and Curricular Knowledge	3	This course focuses on the most current research, theory, and methods of literacy instruction. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Candidates will assess learners' background knowledge in literacy to develop differentiated instruction.
ELM 535	Application of Research-Based Literacy Instruction	3	This course focuses on the instructional approaches for literacy within the framework of an integrated curriculum. Teacher candidates will apply research-based instructional and assessment techniques to meet the needs of all learners. Candidates will apply interdisciplinary teaching strategies to develop a variety of writing styles, reading methods, and critical thinking skills in their learners.
ELM 536	Social Studies Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.
ELM 537	Science Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.

ELM 538	Mathematics Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the mathematics classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
ELM 539	Physical Education/Health Content and Curricular Knowledge	2	This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence, and on state and national standards (1). Candidates examine framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth (2). They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; recognize nutrition, acknowledge the risks associated with drugs and alcohol, understand growth and development; and utilize health-related information, products, and services(3). Additionally, this course explores instructional approaches for integrating physical education and health with other content.
ELM 545	Elementary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 583	Elementary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

ELM 586	Elementary Clinical Practice A	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 587	Elementary Clinical Practice B	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 590	Elementary Student Teaching Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
ELM 595	Elementary Student Teaching Part B	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.

ELM 598	Elementary Student Teaching Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ELM 599	Elementary Student Teaching Part B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
EMC 310	Principles of Emergency Management	3	This course will explore the history and evolution of emergency management as well as roles of local, state, regional, and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 320	Emergency Preparedness and Planning	3	This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

EMC 330	Political and Policy Issues for Emergency Management	3	This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of how local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340	Emergency Services and the Community	3	This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.
EMC 350	Managing Emergency Response Operations	3	This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
ENG 110	English Composition I	3	This course develops the reading, writing, and critical thinking skills that are essential for academic and life success.

ENG 125	Literature in Society	3	This course introduces themes in literature and provides guided study and practice in reflecting on themes which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students study the literature in thematic units and are asked to make connections to their own lives and cultures.
ENG 135	Essentials of Contemporary Communication	3	This course covers the skills necessary for effective communication in professional environments and modern society. The course reviews basic communication theories and discusses the fundamentals of a variety of communication skills and various communication channels. This course emphasizes applying these skills to group and contemporary professional situations.
ENG 157	Multicultural Literature	3	This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.
ENG 210	English Composition II	3	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.

ENG 222	Introduction to Technical Writing	3	This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.
ENG 230	Mechanics of Writing	3	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 240	Introduction to Creative Writing	3	This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.
ENG 260	Folklore and Fairytales	3	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping, and use of folklore and fairytales in society.

ENG 265	The Short Story	3	This course examines the short story through notable works and writers.
ENG 270	Literary Interpretation and Analysis	3	This course introduces students to the practice of literary analysis through reading and interpretation of major works. Students will discuss forms and theories as a foundation on which to build analytical skills.
ENG 280	Rhetoric and Critical Thinking	3	This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.
ENG 295	Children's Literature	3	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.

ENG 301	American Ethnic Literature	3	This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics/Latinos, and Asian Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.
ENG 313	Writing Proposals	1	This is a one-credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.
ENG 340	Creative Writing	3	This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.
ENG 380	Applied Linguistics	3	This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.

ENG 437	Literary Genres Across Cultures	3	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.
ENG 437CA	Literary Genres Across Cultures	3	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.
ENG 480	Applied Rhetoric	3	This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.
ENG 495	Advanced Creative Writing	3	This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one-act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers' workshop will be an integral component of this course.

ENT 527	Opportunity Assessment and Innovation	3	This course is an introduction to entrepreneurship and the entrepreneurial mindset. The course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapreneurship, and a social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 586	Informational Technology for Entrepreneurs and Leaders	3	Value is the seminal construct of a business proposition, yet it remains difficult to define and is subject to constant repositioning by industry and society. This course will examine the essence of changes in business value propositions and how technology plays an important role in today's business environment. The course will explore how innovation and the business cycle are linked by technology developments and how successful businesses across industry segments have been able to use innovation as a means to differentiate themselves while lowering costs.
ENT 588	Innovation and Design: Capstone Project	3	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENV 100T	Principles of Environmental Science	3	This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.

ENV 310	Environmental Management	3	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 315	Global Change	3	This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.
ENV 320	Environmental Law	3	This course explores the administrative regulations and policies that are requisite to environmental protection. Federal, state, and local policies will be examined.
ENV 340	Energy and the Environment	3	This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

ENV 410	Environmental Toxicology	3	The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.
ENV 420	Environmental Risk Assessment	3	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.
ENV 430	Environmental Technology	3	
ENV 431	Public Policy Analysis	3	This course will examine the fundamentals of public policy analysis to the environment. Students will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.

ESL 300	Teaching English Language Learners	3	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ETH 120	Cultural Diversity in the United States	3	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETH 316	Ethics and Social Responsibility	3	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the interrelated nature of ethics, morality, legal responsibility, and social issues.
ETH 321	Ethical and Legal Topics in Business	3	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of business law, and understand intellectual property rights.

ETH 321T	Ethical and Legal Topics in Business	3	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of business law, and understand intellectual property rights.
ETH 328	Data Ethics and Security	3	This course provides students with an overview of the legal and ethical implications of data. Students will examine the legal and ethical issues that must be considered throughout the lifecycle of data analytics including collection, storage, analysis and presentation. Other topics include, privacy, security, classification, and discrimination. After completion of this course, students will be able to understand the legal and ethical considerations that are necessary when utilizing particular types of data, collection methods, and analysis techniques.
ETH 557	Accounting Ethics	3	In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.
EXAM 799	Comprehensive Examination	1	The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.

FIN 366	Financial Institutions	3	This course develops a conceptual framework for understanding how recent and current events affect the financial environment. Financial markets are examined with a focus on their utilization by financial institutions, the pricing of financial assets, the impact of the Federal Reserve, the internationalization of financial markets, and the impact of recent events. Financial institutions such as insurance companies, commercial banks, and investment banks are covered. The institutions are described with a focus on regulatory aspects and management use of financial markets and performance.
FIN 370	Finance for Business	3	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: financial statement analysis, time value of money, financial markets and institutions, risk and return, financial planning, and international finance.
FIN 370T	Finance for Business	3	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 375	Financial Management in the Small Business	3	This course focuses on the role that financial management plays in the development and sustainability of a small business. The course provides a detailed review of forecasting, budgeting, daily cash flow management techniques, and monitoring financial performance. Specifically, students will address funding, debt management, cash-flow management, and financial planning, from the small business perspective.

FIN 402	Investment Fundamentals and Portfolio Management	3	This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 410	Working Capital Management	3	This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable, and inventory management will also be explored.
FIN 415	Corporate Risk Management	3	This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.
FIN 419	Finance for Decision Making	3	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 419T	Finance for Decision Making	3	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420	Personal Financial Planning	3	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.
FIN 422	Retirement and Benefit Planning	3	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deductions and contribution limits, and create a full financial plan, including retirement, for an individual.
FIN 428	Insurance for Financial Planning	3	This course will prepare students to make insurance policy recommendations as part of a financial plan. After completion of this course, students will be able to apply concepts of medical, life, and property insurance to financial planning, and understand concepts underlying risk and insurance management for financial plans.

FIN 467	Real Estate Investment	3	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment.
FIN 486	Strategic Financial Management	3	This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 571	Corporate Finance	3	This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.
FIN 575	Project Budget and Finance	3	This course focuses on the development of a financial plan. Students will develop a revenue forecast, draft a budget, and create a profit and loss statement. Students will identify sources of funding, understand the importance of a break-even analysis, and calculate and interpret performance measures for business decision-making and sustainability.

FIN 580	Global Capital Markets	3	This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.
FIN 585	Financial Controlling	3	This course analyzes several topics concerning financial control. Students will explore, design, and use the cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, and use of balanced scorecard to evaluate financial/nonfinancial managerial performance.
FIN 590	Audit and Compliance Management	3	The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.
FIN 591	Real Estate Investment	3	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.

FIN 592	Mergers and Acquisitions	3	This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.
FIN 711	Financial Measures of Value Added	3	This course will assist doctoral students with understanding and employing financial tools and techniques in different stages of an entrepreneurial organization with special emphasis on new venture finance and private equity. Students will also gain insights into the different types of financing and evaluate the appropriate financing alternatives at various phases of the organization's life.
FINCB 571	Corporate Finance	3	<p>This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.</p> <p>Competency 16: The student will distinguish between sources, requirements, and risks associated with various types of long- and short-term financing capital structure.</p> <p>Competency 17: The student will assess cash flow, valuation, and key performance indicators for financial growth and sustainability.</p> <p>Competency 18: The student will evaluate the effects of economic and market conditions on financial performance.</p>
FP 100	Everyday Economics and Finances	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.

FP 100T	Everyday Economics and Finances	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
GBM 380	Global Business	3	In this course, students will describe major forces in the global environment and their impact upon business strategies, operations, and decision making. Upon completion of this course, students should have developed a global mindset and have a broader awareness of the intricacies of the global business environment.
GEN 201	Foundations for University Success	3	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.
GEO 180	Physical Geography	3	This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.

GFT 500	Teaching Gifted and Talented Learners	3	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
GFT 501	Curriculum and Instruction for Gifted and Talented Learners	3	This course focuses on the theory, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for diverse gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.
GFT 503	Assessment for Gifted and Talented Learners	3	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.
GFT 505	Critical Thinking Skills for Gifted and Talented Learners	3	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.

GHA 548	Foundations of Gerontology for Health Administrators	3	This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, myths and stereotypes of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.
GHA 551	Biological and Psychological Aspects of Aging	3	This course examines the process of aging and explores health care programming and support systems that promote the health of the aging population. These topics are applied in a health administration context to disease prevention, health maintenance, and selected disorders that effect health and independent living.
GHA 557	Social and Cultural Aspects of Aging	3	This course examines social and cultural perspectives on aging and their implications for health administrators serving aging populations. Public and personal aspects of aging will be addressed. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.
GHS 563	Leadership and Public Policy in Global/Homeland Security	3	This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. The leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability to deliberate violent acts.

GHS 573	Intelligence Integration in Global/Homeland Security	3	This course allows students to explore the collaboration of intelligence and law enforcement communities (Intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.
GHS 583	Multi-Disciplinary Global and Homeland Security Issues	3	This course focuses on curriculum and instruction for gifted and talented learners. Instructional strategies, diversity, higher-level thinking skills, technology, and assessment are explored. Participants examine curriculum development and implementation, classroom environment, and instructional materials for gifted and talented learners.
GHS 593	Critical Infrastructure Analysis and Protection	3	This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.
GLG 220	Physical Geology	3	This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering, and erosion systems.

GMGT 520	External Environment of Global Business	3	This course explores issues and factors that influence global business and which are outside the direct control of the organization. We shall explore how to research, analyze, and understand the various external elements so that we can devise successful strategies for global business. Topics include: globalization, culture, ethical considerations, politics and the law, government intervention, country risk assessment and foreign market entry strategy.
GMGT 530	Internal Environment of Global Business	3	This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540	Global Strategy Formulation and Implementation	3	This course introduces the principles and tools for managerial use in the development, implementation, and review of strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues.
HCIS 140	Fundamentals of Electronic Health Records	3	This course introduces students to the fundamentals of electronic health records (EHR) in today's healthcare environment. An overview of information systems, functions, workflows, health information accessibility, and healthcare transactions and billing are introduced to prepare students for work with electronic health records. The introduction of EHR software will also be explored.

HCIS 140T	Fundamentals of Electronic Health Records	3	This course introduces students to the fundamentals of electronic health records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.
HCIS 250	Structure, Design, and Tools of Electronic Health Records	3	Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient's electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of healthcare settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.
HCIS 270	Application of Electronic Health Records	3	Students in the capstone course for the electronic health records (EHR) will continue to use an EHR software application to develop foundational skills related to administrative tasks, data charting, insurance and billing, regulatory compliance, and reporting. Students will demonstrate mastery processing an electronic health record.
HCIS 305	Terminology and Culture of the Healthcare Industry	3	This course provides students with a foundational set of health care terminology utilized in a variety of health care settings and applications. The course also provides an overview of the various personnel and forms of provider service models in the health care delivery systems. Topics will include common disease manifestations and processes that impact the delivery of health care services.

HCIS 318	Health Care Industry Terms for IT Professionals	3	This course provides students with basic health care industry terms in a variety of health care work settings for information technology professionals. Students will review terms and concepts related to emerging technologies, the structure and roles within health care, and the privacy and security considerations needed for health care systems.
HCIS 352	Foundations of it in the Health Care Environment	3	This course provides an overview of the integration of technology within the health care industry. Students will examine systems, networking and database concepts, the processes used in the selection and application of electronic health records, and the evaluation of future information technology systems. Methods to make informed business decisions related to the use of technology in health care will be addressed.
HCIS 410	Project Planning and Implementation in Health Care	3	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.
HCIS 420	Information Systems Risk Management in Health Care	3	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation, and use of computer based information systems.

HCM 440	Health Care Data Analytics	3	This course will introduce students to the role of data and analysis in healthcare. Students will understand the concepts of analytics, informatics, the electronic health record and other data sources that can be used to support organizational strategies and initiatives. Other topics include, ethical and privacy issues in healthcare and the role of social media and mobile initiatives. Students will conduct a case study on a topic in healthcare analytics and implement recommendations for improvement.
HCP 513	Health Care Compliance Foundations	3	The learner will explore the purpose and organization of compliance in the health sector as well as the role of compliance and compliance officers. Topics include regulatory agencies, accreditation, professional licensing, enforcement, quality, and policies.
HCP 514	Leading Compliance in Health Care Organizations	3	The learner will examine structures and systems of healthcare organizations and how they inform the responsibilities of a compliance professional. Course topics include the ethical responsibilities of compliance, HIPAA and OSHA, and other compliance-related healthcare standards and regulations including whistleblower protection in the U.S.
HCP 516	Auditing, Monitoring and Corrective Action in Compliance	3	The learner will compare and contrast auditing and monitoring in healthcare compliance. The course focuses on report writing using root cause analysis and corrective action plans, as well as the industry-accepted process of presenting these plans to compliance boards and committees.

HCP 517	Communication and Reporting Mechanisms in Compliance	3	The learner will create a compliance program and present it in their chosen healthcare sector, in a manner currently accepted by the healthcare industry. Course topics include policies and standard operating procedures, training and education, documentation and presentation.
HCR 201	Medical Billing and Coding	3	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	Medical Insurance	3	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with the various medical insurance plans offered by health care payors.
HCR 203	Medical Claims Processing and Compliance	3	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. HIPAA and compliance requirements will also be covered.

HCS 120	Medical Terminology for Health Care Professionals	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 120T	Medical Terminology for Health Care Professionals	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 131	Business Communication Skills for Health Care Professionals	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 131T	Business Communication Skills for Health Care Professionals	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.

HCS 182	Introduction to Financial Concepts	3	This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.
HCS 207	Introduction to Medical Terminology	3	In this course, students are introduced to medical terminology used within the health care industry. The course will cover medical terminology related to the main body systems and their functions as well as word building through the use of word roots, prefixes, suffixes, and combining forms. Also, students will explore the importance of medical terminology in the health care industry.
HCS 214	Anatomy and Physiology I	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 216	Anatomy and Physiology II	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.

HCS 219	Introduction to Health Care Finance	3	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care. Students will explore the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the use of financial documents.
HCS 224	Health Care Office Management	3	This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.
HCS 235	Health Care Delivery in the U. S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 235T	Health Care Delivery in the U. S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 245	Introduction to Health and Disease	3	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 265	The Managerial Environment of Health Care	3	This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.
HCS 305	Health Care Professional Development	3	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCS 321	Business Communication for Health Care Managers	3	This course offers students the knowledge and skills to effectively communicate in a variety of health care workplace settings. Students will focus on business writing correspondence, effective communication strategies, and collaboration skills required by health care managers.

HCS 325	Health Care Management	3	The course explores fundamental concepts of management theory as applied to health care. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.
HCS 335	Health Care Ethics and Social Responsibility	3	This course identifies ethical issues in health care. It is designed to encourage students to clarify individual ethics values in regards to health care issues. Content includes discussion of theories, principles, and values for students to consider a variety of ethical viewpoints from a managerial perspective.
HCS 341	Human Resources in Health Care	3	This course examines the complexities and multiple issues involved in human resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCS 370	Organizational Behavior	3	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design. This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.

HCS 380	Health Care Accounting	3	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	Health Care Finance	3	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCS 412	Project Management for Health Care Professionals	3	This course provides foundational project management skills used within a variety of health care settings. Topics include project scoping, time estimating, budgeting, and controlling to improve outcomes, streamline processes, and increase efficiencies for health care managers.
HCS 430	Legal Issues in Health Care: Regulation and Compliance	3	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed. ***Updated Description 3/1/04*** This course covers the broad range of topics affected by health law and regulation ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well as their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 433	Dimensions of Health and the Older Adult	3	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.
HCS 446	Facility Planning	3	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, as well as examine the regulatory compliance requirements.
HCS 449	Health Administration Capstone	3	Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the health care environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
HCS 451	Health Care Quality Management and Outcomes Analysis	3	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

HCS 455	Health Care Policy: The Past and the Future	3	This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.
HCS 456	Risk Management	3	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.
HCS 457	Public and Community Health	3	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model, students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 465	Health Care Research Utilization	3	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition, students will analyze the key elements of evidence-based research within health care.

HCS 468	Regulatory and Compliance within the Health Care Industry	3	This course focuses on regulatory and compliance issues within the health care industry. Topics include health care regulatory agencies, the impact of compliance on the operations of health care delivery, and health care laws. The course will also examine current health care policies and the implications for regulatory compliance.
HCS 472	Marketing in the Health Care Industry	3	In this course students will examine current marketing trends used within the health care industry. Students will focus on a variety of marketing strategies required by health care managers to promote programs, products and services to health care consumers.
HCS 475	Leadership and Performance Development	3	This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process, as well as examine and analyze effective performance indicators for staff and organizational goals.
HCS 483	Health Care Information Systems	3	This course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 487	Technology and Systems Approach for Health Care Managers	3	The course examines the integration of technology used within health care systems. Students will focus on the processes used in the selection, implementation, and evaluation of health information systems. Emphasis on methods used by health care managers to make informed business decisions related to the application and use of technology within the health care industry will be covered.
HCS 490	Health Care Consumer - Trends and Marketing	3	In this course, students will have the opportunity to examine the traits, trends, and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services, and differentiation of health care web sources.
HCS 493	Data Analytics for Health Care Managers	3	This course focuses on the use of data analytics for health care managers. Emphasis will be on data collection, tools, and strategies related to the use of data to improve health outcomes. Students will manage, analyze, and interpret data to identify areas for continuous system improvement.
HCS 498	Strategic Decision Making for Health Care Managers	3	This capstone course examines the techniques of strategic planning for decision making in the health care industry. Students will be required to demonstrate mastery of Program Student Learning Outcomes through the strategic planning process by formulating strategic decisions to manage within various health care environments.

HCS 499	Health Care Strategy Capstone	3	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.
HCS 504	Introduction to Graduate Study in Health Sciences/Nursing	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Topics include program standards and objectives; graduate-level oral and written communication; locating, evaluating, and citing scholarly resources; and purposes and use of portfolios.
HCS 529	Contemporary Health Care Facility Design	3	This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.
HCS 542	Health Care Research	3	This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.

HCS 565	Organization and Management of Aging Services	3	This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.
HCS 567	Entrepreneurship in Health Care	3	This course will set up the context of entrepreneurship and new business development, examining the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 577	Financial Management in Health Care	3	This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analysis. The course provides students with experience in capital and operating budgets, and financial forecasts.
HCS 589	Health Care Strategic Management	3	This is the capstone course for the graduate health care programs. The development and presentation of a health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, and regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

HEA 711	History and Philosophy of Higher Education	3	This course introduces and examines the major features of the financial functions operative within various types of higher education institutions. The financial functions of various types and sizes of post-secondary institutions will be presented. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: public and private, non-profit and for-profit entities; small, medium, and large entities; urban, suburban, and rural entities; and unionized and non-unionized entities. In each case, traditional, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed. Traditional, new, and emerging administrative practices being utilized by financial managers to control the economic dynamics engendered by various combinations of the above variables will be discussed.
HEA 712	Higher Education Law, Policy and the Regulatory Environment	3	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.
HEA 713	Higher Education Economics, Finance and Strategic Planning	3	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.
HEA 721	Organizational Theory, Innovation and Change Management	3	In this course, students will analyze the factors that have resulted in contemporary innovative changes in higher education. The course will focus on leadership influences in the evaluation and application of change management models, strategies, and tactics that promote effective institutional innovation.

HEA 722	Academic and Student Affairs Administration	3	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 731	Student Development, Adult Education, and Student Diversity	3	This course will provide an understanding of traditional, non-traditional and diverse students in higher education through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to student development.
HEA 732	Curriculum Development, Assessment, and Program Evaluation	3	In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.
HEA 733	Global Models and International Issues in Higher Education	3	This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated. International governance structures and accreditation processes will be analyzed and compared. Current international issues in higher education will also be explored.

HINF 500	Informatics for Health Administration	3	This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.
HINF 510	The Systems Life Cycle	3	This course will focus on the systems life cycle in the context of selection, implementation, and integration of information systems across the health sector. Topics include performing interoperability assessments, determining key elements of data system designs, planning for end-user training and support, and securing buy-in from stakeholders.
HINF 520	Data Management and Design in Health Administration	3	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.
HIS 110CA	U.S. History to 1865	3	This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America's colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes/consequences of the Civil War.

HIS 210	AZ Constitution	3	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 301	United States Constitution	3	This course is an introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and the Court's evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, and the issues of slavery and civil rights as seen through major court decisions.
HIS 305	California State History	3	This course provides students with the political, economic, and social history of California. Topics include pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.
HIS 311	Nevada and U.S. Constitution	3	This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.

HIS 335	Europe and the World Wars	3	This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.
HIS 341	Ancient Worlds	3	This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.
HIS 356	The History of Africa	3	This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.
HIS 510	AZ Constitution	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.

HIS 511	U.S. Constitution	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 514	AZ Constitution	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 516	U.S. Constitution	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 518	U.S. Constitution	2	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.

HIT 300	Introduction to Health Information Technology	3	This course provides an overview of the history of health information technology in the United States. The student is introduced to the various forms of technology resources commonly found in private and public health sectors. This includes the historic application of information technology resources to healthcare.
HIT 350	Health Information Systems Support	3	This course covers computer systems and the role of IT support in today's health care environment. This includes the installation and maintenance of Health IT Systems relating to hardware, software, programming, database management, and telecommunications.
HIT 450	Implementation and Management of Health Information Systems	3	This course covers IT project management knowledge utilized in health care business operations. Coursework explores the application of technology planning, management, and leadership skills for working in Health Information Systems environments.
HLTH 510	Health and Nutrition for Educators	3	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.

HM 370	Hospitality Management	3	This course provides an overview of the advanced concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of hospitality while examining operations, security, maintenance, and managerial challenges and responsibilities within the industry.
HM 475	Hospitality Decision Analysis	3	This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, evaluate financial data for decision-making, and develop sales and marketing strategies for a hospitality organization.
HM 482	Hospitality Analytics for Decision Making	3	This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).
HPE 270	Physical Education and Health for Educators	3	This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.

HPE 540	Teaching and Learning in Health Professions Education	3	This course focuses on selecting and developing teaching strategies to facilitate student learning in health professions education contexts. Principles of adult learning provide the basis for developing and utilizing effective methods for different student learning styles and instruction modalities.
HPE 544	Curriculum Development in Health Professions Contexts	3	This course will focus on health administration curriculum design in higher education and/or corporate settings. The learner will propose a program concept, develop its mission and vision, and create its program and course objectives. Topics also include the ADDIE model, curriculum mapping, and implementation plans.
HPE 549	Evaluation and Assessment Methodologies	3	This course will focus on best practice strategies for assessment and evaluation of health professions education programs. Rubric creation and collection and utilization of program/course feedback in higher education and corporate settings will be discussed.
HRM 300	Fundamentals of Human Resource Management	3	This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 300T	Fundamentals of Human Resource Management	3	This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 310	Change Management	3	This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.
HRM 324	Total Compensation	3	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 324T	Total Compensation	3	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 326	Employee Development	3	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the importance training and development have on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 326T	Employee Development	3	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the importance training and development have on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 350	International Human Resource Management	3	This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.
HRM 420	Human Resource Risk Management	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 420T	Human Resource Risk Management	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.
HRM 498	Strategic Human Resource Management and Emerging Issues	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 498T	Strategic Human Resource Management and Emerging Issues	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 546	Human Resource Law	3	This course prepares human resource managers to comply with human resource laws and regulations. Other topics include: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, employee grievances, and workplace safety.

HRM 548	Recruitment and Retention Practices	3	This course prepares students to evaluate and develop a workforce to attain organizational goals. Students will learn to develop strategies to attract and retain the best employees. Other topics include workforce planning and assessment, relocation practices, negotiation, employment policies, and total compensation practices.
HRM 552	Organizational Training and Development	3	This course applies development and training concepts to enhance organizational performance. Other topics include change management, employee relations, organizational development theories and applications, and performance analysis.
HRM 558	Research in Human Resource Management	3	This course applies research and data analytics to human resource functions. Topics include forecasting, interviewing, training program analysis, job evaluation methods, and external labor market analysis.
HRM 595	Human Resource Capstone Course	3	This capstone course applies human resource concepts to improve organizational effectiveness through the development of a human resource plan. Other topics include the strategic alignment of human resource management, professional development, leadership training, forecasting HR needs, gap analysis, change management needs, HR tools and technologies, training and development, and data analysis.

HRM PA533	Human Capital Development in the Public Sector	3	This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic, union management relations, employee/employer relations.
HRM PA534	Human Capital Development in Public Administration	3	This course prepares students to apply human capital development concepts in public administration. Students will create plans for managing human capital in public administration. The application of recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, public service ethics, collective bargaining, employee/employer relations applied within government & non-profit entities will be analyzed.
HS 205	Human Service Helping Process and Self-Care	3	This course overviews the foundations of Human Services as the field applies to community assistance and support. Students will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying client needs and improving helping skills. Students will also examine techniques of self-care and support for the human service worker. These topics will include crisis and shock techniques, stress management, and internalization prevention of the human service professionals.
HS 225	Introduction to Case Management and Helping Strategies	3	This course provides an introduction to the dynamic and fast-paced area of case management. Understanding the roles, responsibilities, and the planning required in successfully managing client cases are the key themes of this course. Students will examine many phases of client cases, starting with obtaining information and progressing to implementing and monitoring client action plans.

HS 235	Public Policy, Social Welfare, and Research	3	This course explores research and information gathering methods needed to assess communities, public policy and social welfare. The tenets of public policy are explored and relationships are extrapolated based on systems of welfare, and the real-world context of meeting the needs of communities. Students examine historical perspectives of welfare systems, and basis for use in public policy. (3 credits)
HS 245	Fundamentals of Working with People	3	This course is designed to build a general overview of how to work with people. A correlation between life, family, goals, and losses is folded into the concept of working with people. This course explores the understanding of people from a high level overview, to a foundational level of how they can be helped. Key factors are unlocked including, race, gender, social class, religious contexts and ability to achieve. The role and structure of families is explored. Emphasis is placed on how to connect people in need to services available. Students will also have an opportunity to reflect on their own biases and develop methods to avoid bias while working with people in need.
HS 255	Human Service Capstone Course	3	This course is a culmination of the human services program content, integrating students' education and experiences from previous courses. Using authentic contexts, students will demonstrate their skill as human service professionals. Additionally, students will construct a portfolio which includes a personal philosophy statement on their desire to work in human services and a self-reflection on their professional goals.
HSN 301	Pharmacological Interventions I	3	This course examines the registered nurse's role in medication management, reconciliation, education, and safety.

HSN 311	Pharmacological Interventions II	3	This course builds on the knowledge and skills acquired in Pharmacological Interventions I. Complex patients, genetics and genomics, and the use of complementary and alternative medications are examined.
HSN 376	Health Information Technology for Nursing	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSN 470	Health Policy, Law, and Ethics	3	This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues to the RN generalist role. Students will analyze legislative impact on nursing practice, ethical issues, ANA Code of Ethics and regulatory governance.
HSN 476	Healthcare Policy and Financial Management	3	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.

HSN 525	Research Methodologies for the Nurse Administrator	4	This course focuses on the nurse administrator's role in overseeing the application of nursing research in diverse health care settings. A key focus is utilizing research to improve patient outcomes. Topics include research methodologies, processes for population-based research, and evidence-based practice. This course requires 20 hours of practicum.
HSN 555	Human Resources in Health Care	3	This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of practicum.
HSN 560	Organizational Systems and Informatics	3	This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of practicum.
HSN 565	Organizational Change and Negotiation	3	The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of practicum.

HSN 570	Financial Resource Management	3	This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of practicum.
HSN 575	Quality Management and Outcomes	4	This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of practicum.
HSNCB 376	Health Information Technology for Nursing	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HST 155	U. S. History to 1865	3	This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

HST 165	U. S. History 1865 to 1945	3	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	The American Experience Since 1945	3	This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying a historical perspective to analyze contemporary issues.
HST 206	Latin America	3	This course provides an overview of the history of Latin America. Topics include politics, economic development, international relations, and cultural development.
HST 275	Global Civilizations to 1500	3	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.

HST 276	Global Civilizations Since 1500	3	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HST 320	History Research Methods	3	This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.
HST 409	American Revolution	3	This course examines the American Revolutionary period from 1763 to 1789. Emphasis will be given to the causes of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans. The course will conclude with the development of the Constitution as closure of the revolutionary era. Topics in this course will address aspects of the political, economic, social, and cultural history of the American Revolution.
HST 498	History Capstone	3	This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.

HTT 201	Introduction to Hospitality	3	This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, food service, and lodging industries.
HTT 211	Hospitality, Travel, and Tourism, Supervision	3	This course introduces the tourism industry and its major components as well as a focus in hospitality supervisory skills. It covers current issues in tourism and their effects on the hospitality industry as a whole, including economic, political, and cultural forces, and quality of life effects on host locals. Career opportunities within travel and tourism are also discussed.
HTT 221	IT in Hospitality	3	This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.
HTT 231	Finance for Hospitality Professionals	3	This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.

HTT 241	Food and Beverage Management	3	This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.
HTT 251	Hospitality Operations	3	This course studies hospitality operations through the lens of the hotel and lodging industry and covers its history, growth, development, and future direction. Topics include front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines the importance of guest service operations and a review of career opportunities in lodging and resorts.
HUM 105	World Mythology	3	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUM 115	Critical Thinking in Everyday Life	3	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.

HUM 150	Introduction to Film Studies	3	Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.
HUM 186	Media Influences on American Culture	3	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the United States and around the world.
HUM 300	The Global Village	1	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.
HUM 375CA	Integrative Studies	3	This course introduces students to the concept of integrative studies by acknowledging the depth of separate disciplines and their interrelationships, modes of inquiry, and the use of thematic relationships and connections between subject areas in teaching and learning. Emphasis is placed on the historical development of interdisciplinary inquiry, processes for developing integrated themes including learning styles and resources, and the criteria for implementing a theme study for the content-specific multiple subject classroom.

IM 300	Data Organization Architecture	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
IM 305	Data Modeling	3	This course provides an in-depth look at several intermediate design and architecture concepts. The course outlines the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.
IM 310	Data Analytics and Modeling	3	This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, several schemas that drive how data is structured, and provide other database concepts relating to the design and architecture of data.
IOP 455	Professional Ethics	3	This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision- making. Students will analyze case studies related to these issues.

IOP 460	Organizational Cultures	3	This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.
IOP 470	Group Dynamics	3	This course is designed to give students an understanding of group dynamics and small group processes. Topics explored include power, perception, motivation, leadership, decision-making, and team-building. The learning team concept will be utilized to examine many concepts of group dynamics in an organizational setting.
IOP 480	Assessment Tools for Organizations	3	This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Some assessment which will be covered in this course include DISC and 360 Evaluation. Analyses of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization. Exploration in talent management, organizational, cultural, and leadership assessments will be used in various assignments to assess student learning.
IOP 490	Capstone Project	3	This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.

ISCOM 361	Purchasing and Procurement	3	This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and the supply chain interdependencies. Students will address procurement from strategic, tactical, and operational perspectives.
ISCOM 370	Strategic Supply Chain Management	3	This course will provide a brief overview of supply chains and an in-depth perspective on strategic supply chain management. This course focuses on the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve sustainable competitive advantages locally and globally.
ISCOM 374	Integrated Logistics Management	3	This course prepares students to strategically plan, implement, optimize and control the efficient and effective flow and storage of goods, services, and related information from a point-of-origin to a point-of-consumption. This course also focuses on the total systematic approach of transportation, inventory management, warehousing, and customer services.
ISCOM 383	Global Value Chain Management	3	This course describes the global value chain network and interactions between buyers and sellers in an international business environment. This course explores the impact of globalization, security, economics, and culture on successful value chains.

ISCOM 386	Service Operations Management	3	The course presents structured techniques for providing and evaluating operating efficiency and effectiveness in the hospitality industry. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, cost control, service expectations, project management, service training, performance evaluation, and analysis of guest feedback.
ISCOM 472	Lean Enterprise	3	This course provides a lean enterprise / operational excellence process improvement overview and company best practices implementation. Both manufacturing and services / office environment will be explored to address fundamental improvement practices. Problem solving, business flowcharting, process performance data collection and analysis, and the removal activities determined as wasteful or non-essential are explored.
ISCOM 476	Integrated Supply Chain Applications	3	This course introduces students to the importance of a strategic plan and its interaction with and impact on supply chain applications. Students will be exposed to the processes of supply change creation and improvement and, as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.
ISCOM 480	Supply Chain Management Capstone	3	This supply chain management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address supply chain management challenges. Students will develop a plan for adding value to the management of the supply chain by focusing on logistics, purchasing, quality processes, and ethical and global considerations.

IST 710	Foundations of Information Systems Management	3	This course surveys several major content areas of information systems and technology management that will be examined at various organizational levels later in the Information Systems and Technology focus area of the Doctor of Management program. The major content areas (sub-domains) surveyed in this course include: systems; networking, the World Wide Web, and cloud computing; the concepts of data, information, knowledge, and wisdom (DIKW); and security and privacy. Upon completion of this course, the learners will be prepared to research, analyze, and define unique management considerations of each sub-domain as it affects various organization levels.
IST 722	Information Technology for Teams	3	Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied to teams. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from effective leadership and management of teams, practices and techniques to enable effective team collaboration and organizational learning, and current and future developments in information technology to improve team performance. Upon completion of this course, learners will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723	Departmental Information Systems	3	This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.
IST 724	Organizational Information Systems Management	3	This course builds on foundational Information Systems and Technology (IST) concepts, management, and models introduced in IST/710 and other Doctor of Management (DM) courses and offers the opportunity to view and apply them at the organizational level. As the second course in the IST focus area of the DM program, IST/724 is precursor to coursework that will broaden beyond the organization to the global setting and finally into the realm of leading IS architecture and implementation. The major content areas (sub-domains) included in this course are: complexities of IT and of organizations; alignment of IT to the organization; and teams, models, and organizational effectiveness. At this level of learning (and management), the subjects are intertwined. Course readings are geared more to a balance every week within the scope of the course than to a strict adherence to that week's major topic. Upon completion of this course, the learners will be prepared to define and analyze issues related to the management and support of information systems and technology necessary to align to and support organizational objectives.

IST 731	Partnership and Industry Information Systems	3	This course extends the learning from previous intracompany relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IST domains that must be considered when developing partnerships and common industry relationships.
IST 732	Global Information Systems Management	3	This course extends the examination of the IST domains studied throughout the program to the global level. Learners will examine the application of the IST domains in the setting of a global economy and international business environment. Learners will be prepared to define the common information system (IS) management approaches for the development of business systems that can support global information systems requirements.
IST 733	Information Systems Management Architecture	3	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.
IT 200	Digital Skills for the 21st Century	3	Digital Skills for the 21st Century is a course focused on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls, and harness them to their advantage; those who can't are left behind with competitive disadvantages. today's workforce needs to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course include cloud computing, unified communication platforms, cyber security, social media, and mobile computing.

JRN 310	Introduction to Journalism	3	This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
JRN 320	Research for Journalism	3	This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.
JRN 330	Journalistic Writing I	3	This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current styles. Differences will be identified in writing for various audiences for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.
JRN 340	Journalistic Writing II	3	This course focuses on the application of the diverse journalistic writing techniques used in today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.

JRN 350	Controversial Issues in Journalism	3	This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 360	Storytelling: A Multimedia Approach	3	This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.
LAW 531	Business Law	3	This course prepares students to evaluate the legal risks associated with business activity. Students develop methods to manage an organization's legal obligations. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW 531T	Business Law	3	This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.

LAW PA513	Law and Public Administration	3	This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
LCO 336	Organizational Communication Theory	3	This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.
LCO 348	Advanced Group Communication and Leadership	3	This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task-oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.
LCO 465	Conflict Management	3	This course will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.

LCO 480	Social Media and the Organization	3	This course will focus on the strategic implementation of social media tools as they relate to a firm's integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.
LDR 300	Innovative Leadership	3	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 300T	Innovative Leadership	3	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 305	Foundations of Leadership	3	This course provides an overview of leadership theories, models, and principles. Students will gain insight into effective leadership attributes, leadership styles, organizational vision, corporate responsibility, and ethical practices.

LDR 305T	Foundations of Leadership	3	This course provides an overview of leadership theories, models, and principles. Students will gain insight into effective leadership attributes, leadership styles, organizational vision, corporate responsibility, and ethical practices.
LDR 306	Organizational Leadership: Building a Performance Culture	3	In this course, students will examine practices used to engage, inspire, and successfully lead people and organizations, with a focus on motivation, behavioral management, employee development and empowerment, diversity, culture, and performance improvement.
LDR 306T	Organizational Leadership: Building a Performance Culture	3	In this course, students will examine practices used to engage, inspire, and successfully lead people and organizations, with a focus on motivation, behavioral management, employee development and empowerment, diversity, culture, and performance improvement.
LDR 307	Leadership Strategy and Decision Making	3	Effective decision making takes a variety of perspectives and information into account, using reliable sources and reasoned approaches in support of an overall strategy. This course investigates business tactics and problem-solving techniques used in long- and short-term planning, organizational governance, innovation and creative disruption, and efficiency improvement. Topics include business model analysis and design, resource allocation, quality enhancement, contingency planning, and entrepreneurship.

LDR 307T	Leadership Strategy and Decision Making	3	Effective decision making takes a variety of perspectives and information into account, using reliable sources and reasoned approaches in support of an overall strategy. This course investigates business tactics and problem-solving techniques used in long- and short-term planning, organizational governance, innovation and creative disruption, and efficiency improvement. Topics include business model analysis and design, resource allocation, quality enhancement, contingency planning, and entrepreneurship.
LDR 308	Communication Strategies for Leaders	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.
LDR 308T	Communication Strategies for Leaders	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.
LDR 309	Leading Through Change	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.

LDR 309T	Leading Through Change	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.
LDR 310	Applied Leadership Capstone	3	The applied leadership capstone provides students with an opportunity to integrate content from throughout the program and demonstrate vital leadership principles and skills.
LDR 310T	Applied Leadership Capstone	3	The applied leadership capstone provides students with an opportunity to integrate content from throughout the program and demonstrate vital leadership principles and skills.
LDR 320	Inclusive Leadership: Diversity in the Workplace	3	This course provides students with an overview of inclusive leadership practices used to effectively manage and motivate employees, with a focus on cultural awareness, workplace diversity, intercultural communication strategies, change management, employee development and empowerment, and performance improvement.

LDR 320T	Inclusive Leadership: Diversity in the Workplace	3	This course provides students with an overview of inclusive leadership practices used to effectively manage and motivate employees, with a focus on cultural awareness, workplace diversity, intercultural communication strategies, change management, employee development and empowerment, and performance improvement.
LDR 535	Leading Change	3	This course applies leadership concepts to create organizational change. Students will create a plan to lead an organizational change in which they have no direct authority over necessary decisions. Other topics include leadership theories, organizational theory, levels of organizational change, and transformation leadership.
LDR 711A	Leadership Theory and Practice	3	In this course, students explore the theoretical and applications-based fundamentals of leadership to advance their skills and knowledge as scholar-practitioner-leaders.
LDR 721	Ethical Leadership and the Legal Landscape	3	This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.

LDR 722	Ethical Leadership and the Law in the Global Environment	3	This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.
LDR 726	The Dynamics of Group and Team Leadership	3	This course prepares learners to use advanced leadership strategies for leading teams, group communications, team building, and coaching skills to attain organizational objectives. Learners explore team and group dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731	Contemporary Issues in Leadership	3	This course explores leadership strategies and issues focusing on a changing workforce, short and long-term directions, decision-making, and performance expectations leading towards a sustainable and profitable organization. The focus is on business results that encompass organizational development and issues driving and implementing organizational change.
LDR 736	Architecture of Leadership	3	This course exposes students to historical and emerging leadership theories to enable them to develop their own individual leadership style to effectively lead in an unpredictable and rapidly changing environment. The course emphasizes the importance of leadership decision-making and maintains a strong future forward orientation in attaining organizational goals and achieving performance excellence.

LDRCB 535	Leading Change	3	<p>This course applies leadership concepts to create organizational change that increases value for stakeholders. Topics include leadership theories, organizational development approaches, servant leadership, and transformation leadership. Students will create a plan to lead an organizational change in which they have no direct authority.</p> <p>Competency 7: The student will assess leadership theories and approaches to support organizational change.</p> <p>Competency 8: The student will assess organizational culture to improve alignment between the culture, mission, vision, values, and strategies.</p> <p>Competency 9: The student will develop strategies and tactics to implement positive organizational change.</p>
LIT 235	Survey of English Literature to 1798	3	<p>This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A range of works, genres, movements, and cultural narratives will be explored.</p>
LIT 245	Survey of English Literature Since 1798	3	<p>This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A range of works, genres, movements, and cultural narratives will be explored.</p>
LIT 255	Survey of American Literature to 1860	3	<p>This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A range of works, genres, movements, and cultural narratives will be explored.</p>

LIT 265	Survey of American Literature Since 1860	3	This course is a survey of American Literature since 1860.
LIT 304	Shakespeare	3	This course will focus on Shakespearean literature and will cover significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	Major American Novel	3	This course examines the American novel through major genres and authors.
LIT 330	Modern Poetry	3	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.

LIT 375	Literary Theory and Criticism	3	This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.
LIT 410	Literature of the Fantastic	3	This course examines the genre of science fiction and fantasy through notable authors and works.
LSM 404	Introduction to Lifespan Management	3	This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.
LSM 412	Management within the Lifespan Industry	3	This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.

LSM 417	Regulations in Lifespan Management	3	This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.
LSM 423	Financial Strategies for Lifespan Management	3	This course provides students with a focus on the financing and reimbursement of lifespan management. Course content will focus on financial strategies to support environments for lifespan populations. Students will also learn about various payers and reimbursement practices that impact the management of lifespan services.
LSM 429	Lifespan Management Capstone	3	This course is the capstone for the lifespan management content where students apply management, financial, and regulatory strategies to demonstrate industry aligned competencies. Students will explore personal and professional career goals within the lifespan management industry.
LTC 310	Social and Community Related Programs and Services	3	This course provides an overview of programs and products related to our rapidly expanding long-term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.

MBL 400	Mobile Fundamentals	3	This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML5, CSS, and JavaScript® languages for mobile devices. On completion, participants will be able to plan, design, and create simple mobile applications.
MBL 402	Android Mobile Development	3	This course will cover the basics of coding for the Android™ platform. Topics include use of the Android™ APIs, persistent data retrieval and storage, testing, and publishing. On completion of the course, participants will be able to develop, test, debug, and publish working mobile applications.
MBL 404	Android Mobile Implementation	3	This course will continue to build on the fundamentals covered in Android Mobile Development I. Topics include services, multithreading, networking and publishing. Upon completion of the course, participants will be able to both develop useful mobile applications and implement effective testing and deployment strategies.
MBL 406	iOS Mobile Development	3	This course will cover the basics of iOS programming. Topics include Swift programming language, persistent data retrieval; and storage, testing, and publishing. On completion of the course, students will be able to develop, test, debug, and publish working mobile applications.

MBL 408	IOS Mobile Implementation	3	This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include web services, media, gaming, data integration, security, and distribution. Upon completion of the course, participants will be able to develop sophisticated mobile applications and distribute as well as monetize these apps.
MFCC 537	Child and Adolescent Counseling	3	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behaviors and learning problems are explored.
MFCC 551CA	Legal and Ethical Issues in Marriage and Family Therapy	3	This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.
MFCC 556	Family Systems Theory	3	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.

MFCC 561	Family Interventions	3	This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.
MFCC 566	Advanced Marriage and Family Therapy	3	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 567	Seminar in Marriage and Family Counseling	3	In this course, students will be required to apply marriage and family counseling theory, along with therapy skills acquired throughout the program. Students will gain a deeper understanding of working with diverse families, families in transition, families with mental health issues, families facing crisis and trauma, along with current trends in marriage and family counseling.
MFCC 591	Pre-Practicum in Marriage and Family Counseling	3	This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.

MFCC 591O	Orientation to Practicum in Marriage and Family Counseling	0	This course is an orientation to the pre- practicum and practicum courses.
MFCC 592	Practicum	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
MFCC 597A	Internship A	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597B	Internship B	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 597C	Internship	3	Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.
MFCC 599A	Practicum in Marriage and Family Counseling A	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 599B	Practicum in Marriage and Family Counseling B	3	Practicum in Marriage and Family Counseling is a 600-hour clinical experience required of all MSC students. The practicum is divided into two 300-hour sections, each lasting 15 weeks (Nevada has three 200-hour sections). The practicum experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
MFCC 599C	Practicum in Marriage and Family Counseling C	3	Practicum in Marriage and Family Counseling is a 600-hour clinical experience required of all MSC students. The practicum is divided into two 300-hour sections, each lasting 15 weeks (Nevada has three 200-hour sections). The practicum experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

MGT 230	Management Theory and Practice	3	This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.
MGT 312	Organizational Behavior for Managers	3	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, and describe the relationship between job satisfaction and job performance, and the relationship between the human resource function and organizational development.
MGT 312T	Organizational Behavior for Managers	3	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 314	Hospitality Entrepreneurship	3	This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.

MGT 316	Managing with a Global Mindset	3	In this course, students will examine primary business functions, economic systems, operational processes, and decision-making principles used to effectively manage business operations.
MGT 316T	Managing with a Global Mindset	3	In this course, students will examine primary business functions, economic systems, operational processes, and decision-making principles used to effectively manage business operations.
MGT 330	Management Theory, Practice, and Application	3	This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.
MGT 362	Change Management and Implementation	3	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.

MGT 362T	Change Management and Implementation	3	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.
MGT 401	Small Business: Structure, Planning, Funding	3	This course provides an overview of the small business from concept through funding. Emphasis on designing a competitive business model, crafting the business plan, forms of ownership, and exploring funding options.
MGT 411	Innovative and Creative Business Thinking	3	This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects span theory and practice and draw upon examples from multiple industry sectors.
MGT 418	Evaluating New Business Opportunities	3	This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

MGT 420	Managing Quality in the Supply Chain	3	This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.
MGT 434	Employment Law	3	This course provides an overview of federal statutes and state-regulated areas that affect the personnel function. Among topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
MGT 434T	Employment Law	3	This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
MGT 445	Organizational Negotiations	3	This course provides an overview of negotiations in an organizational setting. Students learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students also examine conflict management techniques and emerging negotiation trends in globalization and technology.

MGT 448	Global Business Strategies	3	The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.
MGT 465	Small Business and Entrepreneurial Planning	3	This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include a strategic application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting the business plan to the realistic needs of a small business owner and entrepreneur.
MGT 498	Strategic Management	3	This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan. Special emphasis is placed on business ethics, sustainability, innovation, and the legal environment of business.
MGT 526	Managing in a Changing Environment	3	This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine fast-paced changes including evolving demographics and emerging technologies and how they relate to innovative talent management, leadership, and managerial responses to addressing future organizational challenges.

MGT 527	Consulting	3	This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.
MGT 538	Managing in a Cross-Cultural Environment	3	This course prepares students on how to manage across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and inclusion within a cross-border organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.
MGT 576	Opportunity Evaluation and Value Creation	3	This course examines the processes of identifying, exploring, and exploiting opportunities for value creation-economic, social and/or environmental value. Students will learn how to create value within a large organization or entrepreneurial venture, a critical skill enabling entrepreneurial thinking. Students will gain exposure to strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.
MGT 598	Consulting Project	3	This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.

MGT 711	Strategic Opportunities in an Internet-Based Global Economy	3	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing business and management models, assessing geopolitical and economic factors that influence business strategy, and decision making in a global environment.
MGT 716	Management Philosophies	3	Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.
MGT 721	Managing the Risks in a Global Environment	3	This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.
MGT 726	Emerging Managerial Practices	3	Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.

MGTCB 526	Managing in a Changing Environment	3	<p>This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine fast-paced changes including evolving demographics and emerging technologies and how they relate to innovative talent management, leadership, and managerial responses to addressing future organizational challenges.</p> <p>Competency 1: The student will analyze the needs of organizations within a changing global business environment.</p> <p>Competency 2: The student will align operational needs with business strategies.</p> <p>Competency 3: The student will explain how evolving demographics and emerging technologies transform organizations.</p>
MGTCB 576	Opportunity Evaluation and Value Creation	3	<p>This course examines the processes of identifying, exploring, and exploiting opportunities for value. You will learn how to create value within a large organization or entrepreneurial venture. This is a critical skill enabling entrepreneurial thinking. You will be exposed to different types of strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.</p> <p>Competency 28: The student will evaluate opportunities to add economic, social, and environmental value for an organization.</p> <p>Competency 29: The student will evaluate competitive advantages and value-creating opportunities for organizations.</p> <p>Competency 30: The student will develop a value-creation strategy for an organization.</p>
MHA 505	Systems Thinking in Health Care Environments	3	<p>The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.</p>
MHA 506	Ethical Marketing: the New Health Care Economics	3	<p>The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.</p>

MHA 507	Leveraging Informatics in the Health Sector	3	The learner will determine how best to "tell the story" by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking.
MHA 508	Navigating the Regulatory Environment in Health Care	3	The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures within organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action.
MHA 515	Scanning the Health Sector as an Industry Expert	3	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts.
MHA 516	Operating in Structure: Health Sector Policy and Governance	3	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organizations, and the importance of risk-based policy and governance models in the health sector.

MHA 520	Sector Stakeholders: Identifying and Cultivating Alliances	3	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization.
MHA 542	Leading with Authenticity in the Health Sector	3	The learner will begin to exemplify the traits of authentic and adaptive leadership in the context of the health sector. Topics include leading in complex environments (transparency, vulnerability, and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and meaningful collaboration.
MHA 543	Tackling the Talent War in the Health Sector	3	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and engagement.
MHA 560	Creating a Sustainable Legacy: Healthy Communities	3	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.

MHA 598	Leveraging Results to Build Brand in the Health Sector	3	Learners will examine strategies for successfully elevating the role of the health care organization through a well-defined "brand". Topics will include brand-as-promise, brand-as-experience, and brand-as-emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.
MHA 599	Capstone: Leading the Organization Through Change	3	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.
MKT 310	Personal Selling	3	This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.
MKT 320	Business-to-Business Sales Management	3	This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.

MKT 360	Sales Force Management	3	This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.
MKT 421	Marketing	3	This course develops an understanding of the complexities public and private organizations face in developing, establishing, and implementing marketing strategies in both domestic and international markets. Areas of study include basic marketing concepts, marketing research, consumer behavior, branding, products/services, pricing, distribution channels, promotions, ethical marketing practices, global and multicultural marketing, and the technologies used throughout the marketing process.
MKT 421T	Marketing	3	This course develops an understanding of the complexities public and private organizations face in developing, establishing, and implementing marketing strategies in both domestic and international markets. Areas of study include: basic marketing concepts, marketing research, consumer behavior, branding, products/services, pricing, distribution channels, promotions, ethical marketing practices, global and multicultural marketing, and the technologies used throughout the marketing process.
MKT 431	Small Business Marketing	3	Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, developing effective pricing and advertising strategy.

MKT 435	Consumer Behavior	3	This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing strategy. Family and cultural factors that influence consumer behavior are considered as they relate to the development of marketing programs. Consumer decision-making processes are examined to develop marketing communications strategies. Tools are developed to measure the effect of consumer behavior theory in effective marketing strategies.
MKT 438	Public Relations	3	This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.
MKT 440	Fundamentals of Digital Marketing	3	This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.
MKT 441	Marketing Research	3	This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.

MKT 443	Social Media Marketing	3	The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.
MKT 444	Hospitality Marketing	3	This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer-relationships through marketing.
MKT 446	Search Engine Optimization	3	This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to perform a competitive analysis, create a keyword strategy, design a website architecture, create a page-level strategy, develop a content and social media strategy to enhance a website's ability to be found, and identify techniques and tools that enhance search results across user interfaces.
MKT 447	Advertising and Creative Strategy	3	This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.

MKT 448	Web Analytics for Digital Marketing	3	This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.
MKT 468	Customer Relationship Management	3	This course provides an overview of the sales management process, with an emphasis on the importance of developing the skills, attitudes, and thinking patterns needed in order to win customer satisfaction and loyalty. Specific behaviors, techniques, leadership styles, performance evaluation metrics, and future directions are provided to maximize professional success.
MKT 498	Integrated Marketing Strategy	3	This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.
MKT 544	Integrated Marketing Communications	3	This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

MKT 554	Consumer Behavior	3	This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.
MKT 562	Advanced International Marketing	3	This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.
MKT 574	Marketing: Social, Mobile, and Analytics	3	This course examines the marketing process, marketing research, product development innovation, pricing strategy, distribution, advertising and promotion, and strategic marketing issues. Special emphasis will be placed on the analytical and digital aspects of marketing management. Students will be able to apply industry knowledge to navigate digital marketing topics and evaluate impact.
MKT 575	Marketing Strategy	3	This course prepares students to manage the marketing process. Using creative problem-solving and decision-making skills, students will learn to identify market trends, prepare an industry analysis, and plan a marketing strategy to achieve organizational goals. Students will also become familiar with the concepts of consumer behavior, competitive advantage, branding, target market opportunities, and market differentiation and positioning.

MKT 578	Public Relations	3	This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations, promotion, public relations tools, publicity, and ethics.
MKT 593	Product Design and Development	3	In this content area capstone course, students design an innovative product or service that satisfies an unmet consumer need. Students use applied qualitative and quantitative research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, market research techniques, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.
MKT 711	Marketing and Managing the Customer Relationship	3	This course evaluates how organizations manage relationships with their customers and apply research-based marketing information to the development and marketing of products and services tailored to target customers. Topics include market segmentation, target marketing, delivering superior value, relationship marketing, ethics, and marketing strategy.
MKTCB 574	Marketing: Social, Mobile, and Analytics	3	<p>In this course, you learn to develop marketing strategies, consider how to communicate value to target markets, learn the importance of branding, and look at marketing through digital and social media lenses and the relevance of legacy marketing approaches. You will practice these concepts and apply them by creating your own strategic marketing plan. Your strategic marketing plan is an important preparation for your capstone course, where you will assemble a complete business plan.</p> <p>Competency 19: The student will develop marketing strategies to promote products and services.</p> <p>Competency 20: The student will evaluate marketing communications channels to attract buyers and increase customer loyalty.</p> <p>Competency 21: The student will analyze the role of market research and data analytics in marketing planning.</p>

MPA 503	Public Administration Institutions and Processes	3	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.
MPA 533	Leading Organizational Change in the Public Sector	3	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 534	Leading Organizational Change in Public Administration	3	This course prepares students to lead change in the public administration arena. Students will apply leadership change theories congruent to the unique role of shared decision-making between officials in public and non-profit environments. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 543	Data Analysis for Public Policy and Management	3	This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, posttesting, correlation, and forecasting.

MPA 553	Public Finance	3	This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 554	Finance in Public Administration	3	This course prepares students to apply the principles of economics to public administration. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include analyzing revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 563	Public Budgeting	3	In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.
MPA 564	Budgeting in Public Administration	3	In this course students learn the accounting and budgeting tools and theories used in public administration. Students will analyze the relationship between public policy and the budget process. Other topics include budgetary decision making, basics of government and not-for-profit fiscal management, reporting, capital and operating expenditures, and inter-period equity.

MPA 573	Program Evaluation	3	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.
MPA 583	Public Policy Planning and Implementation	3	This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy- making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy alternative evaluation, and stakeholder conflicts.
MPA 593	Public Administration Applied Project	3	Students will utilize knowledge learned in the entire MPA program to develop a comprehensive applied public sector policy and implementation plan. It is highly encouraged that students develop a current project in partnership with an actual public sector leader in their organization.
MPA TM543	Leveraging Technology in the Public Sector	3	This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.

MPA TM544	Leveraging Technology in Public Administration	3	This course prepares students to leverage technology in support of effective and efficient administration of government and non-profit entities. Students will apply technology concepts to enhance self-service tools and social media for citizens while providing data security and respecting privacy concerns. Other topics include accessibility, mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.
MPH 510	Public Health Professional Practice	3	This course examines the historical and chronological milestones of the field of public health; provides an overview of the goals and guidelines for public health practice through the next decade; provides an evaluation of ethical choices, values and professional practices implicit in public health decisions; considers the effect of public health choices on community stewardship and highlights equity, social justice and accountability in decision-making processes.
MPH 520	Social and Behavioral Aspects of Public Health	3	This course focuses on concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. It addresses the behavioral, social and cultural factors related to individual and population health over the life-time. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.
MPH 530	Epidemiology Concepts and Public Health Diseases	3	This course provides an introduction to the skills needed by public health professionals to critically interpret disease. The main concepts of this course will cover distributions and determinants of disease, disabilities, injury, and death in human populations. This course provides an opportunity for learners to apply epidemiology concepts to case studies.

MPH 540	Environmental and Occupational Health Management	3	This course provides a foundation to the ecological basis of health and disease. The application of the principles and framework of ecosystems in managing public health initiatives are addressed, including the social, biological, physical, and chemical factors that affect the health of organizations and communities. Hazardous agents found in occupational environments are reviewed for their potential health effects, and procedures for prevention of occupational illnesses and injuries are examined.
MPH 550	Public Health Statistics	3	This course focuses on the development and application of health statistics and reasoning; and will discuss methods of addressing, analyzing, and solving problems in public health. The collection, storage, retrieval, analysis and interpretation of health data, and the design and analysis of health-related surveys and experiments are central to the practice of health data analysis.
MPH 560	Public Health Systems and Services Administration	3	This course will introduce U.S. public health delivery systems and administration and management of these systems. Major components of administration and management principles within a health system or organization are examined, including the organization and financing of health care systems, access to health care, regulation and policy issues, and the health care workforce.
MPH 570	Public Health Policy and Leadership	3	This course examines public health approaches to improve health through policy change. Theoretical and practical applications of legislative advocacy in the area of health policy are explored, along with the implications of research on public health policy development. Learners will evaluate the collaborative efforts between community groups, institutions, and local and state-level governments to make sustainable changes for improved health outcomes.

MPH 600	Community Resiliency and Response Preparedness	3	This course examines the ability of a community to use its assets to strengthen public health and healthcare systems and to improve the community's physical, behavioral, and social health to withstand, adapt to, and recover from adversity. This course provides learners with opportunity to expand their knowledge beyond the traditional preparedness approach by creating actions that build readiness while also promoting strong community systems and addressing the many factors that contribute to health. Key preparedness activities are reinforced with resilience factors to improve everyday health, wellness, and community systems.
MPH 601	Public Health Promotion and Education	3	This course examines health education theories and practices. Learners are given opportunity to create goals and objectives and apply theories and models of instructional strategies. Learners will create units of instruction for community health settings and populations. Strategies that enhance health education and health promotion for special populations are emphasized.
MPH 602	Public Health Communication and Advocacy	3	This course is designed to provide learners with a critical understanding of the effects of media as a vehicle to promote and impede the achievement of public health goals. Learners will develop communication skills to use a variety of media strategies to advance public health policies and promote social change. Learners are provided with opportunity to advance their personal presentation and communication skills.
MPH 603	Race and Ethnicity Determinants of Health	3	This course examines how race, ethnicity, and health intersect; explores determining factors of health such as patterns in demography; social environmental factors such as social class, racial and spatial segregation; healthcare inequalities; and systemic racism in contributing to inequalities in health.

MPH 604	Special Topics in Public Health	3	This course provides learners with an opportunity to apply public health professional principles and models and create solutions for current and relevant public health topics.
MPH 680	Community Health Leadership Experience I	3	This course will provide learners with an opportunity to apply Community Health Leadership concentration competencies within a community health setting. In this first course of the two-part culminating project and practicum experience, students are required to complete a minimum 100 of the total 200 required hours of practicum work; submit a proposal of how the concentration competencies will be applied to their practicum experience; complete approval and tracking forms; complete a culminating project report.
MPH 690	Community Health Leadership Experience II	3	This course will provide learners with an opportunity to apply Community Health Leadership concentration competencies within a community health setting. In this second course of the two-part culminating project and practicum experience, students are required to complete the remaining of the total 200 required hours of practicum work; complete tracking forms; complete a final summary report of practicum experience; evaluation of practicum experience; PowerPoint presentation of practicum experience; and a culminating project summary to include how the learner will utilize the practicum experience as part of their community health leadership portfolio or as a presentation at a public health conference or meeting.
MTE 001	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the teacher education program. Students will be introduced to the program's progression and degree completion requirements. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.

MTE 501	The Art and Science of Teaching	2	This course introduces teaching as both an art and a science. Topics for discussion include a historical overview, basic philosophies, professionalism, legal or ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 503	Orientation to Alternative Pathway Certificate	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and the Student Teacher Performance Assessment will be discussed.
MTE 506	Child and Adolescent Development	2	This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 507	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

MTE 507CA	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 510	Professional Knowledge, Skills, and Dispositions	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
MTE 511	Child/Adolescent Growth, Development, and Learning	3	This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 512	Teaching the Exceptional Learner	3	This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.

MTE 513	Evaluation and Data Literacy	3	This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.
MTE 516	Foundations of the Professional Educator	3	This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and will explore basic philosophies, professionalism, and legal and ethical ramifications in education.
MTE 517	Technology Integration for Educators	3	This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.
MTE 518	Models, Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522	Maintaining an Effective Learning Climate	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 522CA	Maintaining an Effective Learning Climate for Elem Settings	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523	Maintaining an Effective Learning Climate	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and recordkeeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523CA	Maintaining an Effective Learning Climate	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and recordkeeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 528CA	Curriculum Constructs and Assessment: Visual Arts	3	This course explores the theory, application, and strategies of teaching the visual arts for the single subject teacher candidates. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact the arts. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
MTE 529	Reading and Phonological Theory	2	This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.
MTE 531	Curriculum Const & Assmt: History/Social Science	2	This course defines and provides a context for teaching and assessing K-8 students in the area of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.
MTE 533	Curriculum Constructs and Assessment: Science and Mathematics	4	This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534	Curriculum Const & Assmt: Visual and Performing Arts	2	This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
MTE 536	Children's Literature	3	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and assessment in reading. Methods for incorporating the use of children's literature in all content areas will also be examined.
MTE 537	Curriculum Const & Assmt: Physical Education and Health	2	This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.
MTE 541CA	Language Development for Secondary Settings	2	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English language learner (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MTE 551	Curriculum Constructs and Assessment: Physical Education	3	This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction. Participants will explore the integration of various resources and literacy into physical education and examine parent and community involvement.
MTE 556	Curr Constr & Assess: Distance Ed Methods for Sec Schools	3	This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 559	Curriculum Constructs and Assessment: Secondary Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
MTE 562	Assessment and Evaluation	3	This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

MTE 564CA	Curriculum Constructs and Assessment: Secondary Mathematics	3	This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction. Participants will explore the integration of various resources and literacy into mathematics and examine parent and community involvement.
MTE 566	Curriculum Const & Assmt: Secondary English/Language Arts	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 566CA	Curriculum Const & Assmt: Secondary English/Language Arts	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. Participants will explore the integration of various resources and literacy into language arts and examine parent and community involvement.
MTE 567	Curriculum Const & Assmt: Secondary History/Social Science	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 567CA	Curriculum Const & Assmt: Secondary History/Social Science	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. Participants will explore the integration of various resources and literacy into social studies and examine parent and community involvement.
MTE 569	Curriculum Constrcts and Assessment: Secondary Science	3	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MTE 569CA	Curriculum Constructs and Assessment: Secondary Science	3	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations. Participants will explore the integration of various resources and literacy into science and examine parent and community involvement.
MTE 583	Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

MTH 110	History of Mathematics	1	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.
MTH 210	Fundamentals of Geometry	3	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.
MTH 213	Mathematics for Elementary Educators I	3	This is the first course of a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214	Mathematics for Elementary Educators II	3	This is the second course in a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability, and data analysis.

MTH 215	Quantitative Reasoning I	3	Students apply advanced quantitative reasoning skills to solve real world problems. This course emphasizes modeling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 215T	Quantitative Reasoning I	3	Students apply advanced quantitative reasoning skills to solve real world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 216	Quantitative Reasoning II	3	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.
MTH 216T	Quantitative Reasoning II	3	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.

MTH 217	Statistics I	3	Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.
MTH 218	Statistics II	3	Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.
MTH 219	Introduction to College Algebra	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 219T	Introduction to College Algebra	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MTH 220	College Algebra	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MTH 220T	College Algebra	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MTH 221	Discrete Math for Information Technology	3	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
MTH 280	Calculus I	4	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.

MTH 290	Calculus II	4	This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums, and indefinite integrals, and apply these to real-life problems. The course concludes with the Fundamental Theorem of Calculus.
MTH 360	Linear Algebra	3	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.
MTH 380	Calculus III	3	This course builds on the concepts of presented in MTH/310 Calculus I and MTH/320 Calculus II. Students examine functions of more than one variable, curves in space, and Newtonian mechanics in three dimensions. Students explore partial derivatives and differentials as well as local and global extrema. In addition, students use differentiation techniques for functions of many variables.
MTH 463	Applied Statistics	3	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. In addition, this course examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 530	Linear Algebra	3	The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.
MTH 535	Geometry	3	This course is designed for students to demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system. Students will apply theorems to evaluate various problems, analyze the properties of figures, and formulate equations utilizing geometric foundations.
MTH 540	Statistics	3	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, terminology, the appropriate use of techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 575	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.

NRP 507	Advanced Pharmacology	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 507CA	Advanced Pharmacology	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 508	Health Policy and Role of the Advanced Practice Nurse	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 508CA	Health Policy and Role of the Advanced Practice Nurse	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.

NRP 511	Advanced Pathophysiology	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 511CA	Advanced Pathophysiology	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 513	Clinical Applications of Theory and Research	4	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.
NRP 513CA	Clinical Applications of Theory and Research	4	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.

NRP 516	Advanced Health Assessment	4	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for clients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.
NRP 531	Advanced Health Assessment I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 531CA	Advanced Health Assessment I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 540	Management of Pediatric and Adolescent Populations	5	This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.

NRP 543	Management of Pediatric and Adolescent Populations	4	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.
NRP 543CA	Management of Pediatric and Adolescent Populations	4	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.
NRP 545A	Adult and Geriatric Management	4	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine, and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 545B	Adult and Geriatric Management	4	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 552	Clinical Procedures	2	This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.
NRP 555	Adult and Geriatric Management I	4	This is the first of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 555CA	Adult and Geriatric Management I	4	This is the first of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 556	Adult and Geriatric Management II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.

NRP 556CA	Adult and Geriatric Management II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 560	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal obstetrics. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.
NRP 563	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 563CA	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.

NRP 566	Preceptorship	4	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.
NRP 571	Advanced Health Assessment II and Clinical Procedures	4	This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 571CA	Advanced Health Assessment II and Clinical Procedures	4	This course is a continuation of NRP/531CA: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 590	Final Preceptorship	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.

NRP 590CA	Final Preceptorship	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NSG 302	Professional Contemporary Nursing Role and Practice	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.
NSG 345	Medical/Surgical Nursing II: Complex and Geriatrics	5	This course focuses on the care of patients with chronic and complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course. Clinical hours include immersive simulation learning.
NSG 416	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.

NSG 416CA	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 421	Care of the Family and Community	4	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 426	Integrity in Practice: Ethic and Legal Considerations	3	This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSG 440	Pediatric Nursing	4	This course focuses on the utilization of Watson's theory of human caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course. Clinical hours include immersive simulation learning.

NSG 451	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSG 451CA	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSG 452	Public and Global Health	4	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 456	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.

NSG 456CA	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.
NSG 468	Influencing Quality within Healthcare	3	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSG 470	Nursing Leadership and Management	4	This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course. Clinical hours include immersive simulation learning.
NSG 471	Nursing Leadership and Management	4	This course examines the nurse as a manager of patient care using leadership and management principles. Promotion of quality patient care through delegation, problem-solving, interprofessional collaboration, and decision-making is explored. Review and preparation for the RN licensure examination is incorporated.

NSG 480	Nursing Synthesis	4	This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national licensure examination for registered nurses. This course prepares the student for the application process for RN licensure.
NSG 481	Influencing Nursing Practice	2	Students integrate knowledge of nursing practice and synthesize program knowledge to prepare for national licensure.
NSG 482	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 482CA	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.

NSG 486	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 486CA	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.
NSG 498	Senior Leadership Practicum	3	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 501	Pathophysiology, Assessment Variables and Pharmacology I	3	This course presents an integrated approach to advanced pathophysiology, health assessment, and pharmacology in select patient populations. Collaboration and research are used to guide analysis and evaluation of pathological and pharmacological interventions.

NSG 502	Pathophysiology, Assessment Variables and Pharmacology II	3	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 511	Contemporary Nursing Practice	3	This course emphasizes the College of Nursing's philosophical framework for professional practice and the role of the graduate nurse as practitioner, leader, and researcher. Topics include conceptual models, nursing theory, theory frameworks, conceptual terms, and the utility and application of nursing theories in practice. A key focus is introducing students to various conceptual perspectives to guide new ideas, research questions, and interpretations in nursing practice.
NSG 512	Nursing Research	3	This course focuses on the role of the graduate nurse in research processes and evidence-based nursing practice. The key concepts focus on the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, data analysis, and the role of the nurse as scientist.
NSG 513	Inter-Professional Leadership and Management	3	This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in health delivery systems, leadership in the current health care environment, and the future of nursing.

NSG 514	Health Law, Policy, Ethics, and Global Trends	3	This course examines the influences of payer sources and regulation on health care policy, the ethical allocation of resources, and how economics impacts health care access. Exploration of global health trends broadens the nurse leader's awareness of ethical and economic influences on health issues.
NSG 516AD	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516ED	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516IN	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 517AD	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517ED	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517IN	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 531	Program and Course Development	3	Nurse educators are responsible for creating programs and courses for diverse settings while aligning to multiple regulations and standards for nursing education. Completing a needs assessment and developing effective programs and courses through a systematic framework is critical. Learners will evaluate instructional methods and theories for teaching and learning and will differentiate between the strategies used to develop, implement, and evaluate educational programs.

NSG 532	Innovative Curriculum Design	3	Developing curriculum that aligns to the program's mission, standards, and outcomes is important in creating an effective program. Delivering curriculum to a diverse population in an organized fashion, taking into consideration the best modality for delivery, promotes engagement and critical thinking skills. Learners will analyze current trends and issues in curriculum design, evaluate innovations and technologies used to develop engaging curriculum, and determine best practices for course improvement.
NSG 533	Educational Assessment and Evaluation	3	Nurse educators count on reliable and valid information to evaluate the effectiveness of an educational program. Thoughtful creation of evaluation tools that align to an educational taxonomy is an important step in order to obtain qualitative and quantitative data that informs the nurse educator about how well learners are performing. Communicating assessment and evaluation results to others, and gaining their input, provides the nurse educator the opportunity to make curricular improvements based on stakeholder feedback. Learners will evaluate assessment methods used to measure performance and improve educational programs, and develop a communication strategy to share results with stakeholders.
NSG 534	Facilitating Engaged Learning	3	Nurse educators use instructional design approaches to build effective courses with engaging activities and assignments. Creating interesting and innovative materials for learners and faculty is critical for learning success. Using technologies in the classroom, regardless of the delivery modality, provides learners and faculty with the most up-to-date educational resources available. Learners will analyze the systematic model of analysis, design, development, implementation, and evaluation to create instructional products and solutions.
NSG 536	Practicum Elective I	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.

NSG 537	Practicum Elective II	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a third practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 541	Data Analysis and Management	3	The course challenges the student to manage data generated from the electronic health record. Data management may require recommendations for additional data or how to sort current data to obtain information necessary for comprehensive analysis which supports quality initiatives, risk management, or data trends.
NSG 542	Information Workflow	3	This course requires the student to define patterns of workflow in order to manage data. There is a necessity to knowing what data will be needed by various departments within the organization. The student will demonstrate the ability to develop a plan for data distribution.
NSG 543	Database Management	3	This course engages the student in management of databases to develop forms, tables, reports and queries. Database models will be explored. Data mining techniques will be explored to discover new knowledge that may be hidden in the stored data. Query will be explored as a tool to manipulate data.

NSG 544	Evaluation and Application of Information	3	This course explores the use of data for the purposes of strategic planning, reimbursement, rules and regulations, accreditation, and disease surveillance. Measures to assure data quality and validity will be explored.
NSG 547	Human Resources Management	3	This course focuses on the nurse administrator's role for supervising the nursing personnel and support staff. The topics covered are common to nurse administrators. They include: responsibilities for recruitment, scheduling, counseling, coaching, mentoring, developing and evaluating nursing staff and support personnel. The legal implications surrounding interviewing, hiring, managing and terminating employment will also be explored.
NSG 557	Organizational Dynamics and Systems Thinking	3	This course focuses on organizational effectiveness, systems management. The role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery Principles and models of change will be explored.
NSG 567	Financial Resources Management in Health Care	3	This course engages the student in the processes of budget preparation, analysis, and monitoring. These processes are essential for analyzing the financial performance of an organization, service, or system. Emphasis is placed upon the use of resources to support organizational mission and strategic vision.

NSG 577	Continuous Quality Monitoring and Outcomes Improvement	3	This course focuses on identification of quality markers within health care. The learner will utilize data to support development and evaluation of performance measures. The many variables which impact quality will also be considered.
NSG 580	Practicum	4	This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of practicum.
NSGCB 302	Professional Contemporary Nursing Role and Practice	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidence-based practice, and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.
NSGCB 416	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.

NSGCB 426	Integrity in Practice: Ethic and Legal Considerations	3	This course addresses legal and ethical aspects of the professional nurse's role in health care delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSGCB 451	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSGCB 482C	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSGCB 486C	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.

NTC 245	Foundation of Local Area Networks	3	This foundational course covers local area network topics, including rationale for networking. Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
NTC 248	Foundations of Networking	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTC 248T	Foundations of Networking	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTC 255	Storage and Management of Data	3	This course introduces fundamental concepts and practices for information storage and management in cloud, virtualization, and networking environments. Included are elements and practices of data centers, information storage networking technology, storage systems, and business continuity practices. Also addressed are management and security in information storage infrastructures.

NTC 260	Foundations of Cloud Services	3	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 275	Storage Management Capstone	3	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure.
NTC 300	Cloud Technologies	3	This course will provide the knowledge and skills required to understand foundational and advanced cloud terminologies/methodologies; to implement, maintain, and deliver cloud technologies and infrastructures (e.g., server, network, storage, and virtualization technologies); and to understand aspects of IT security and use of industry best practices related to cloud implementations.
NTC 302	Network Web Services	3	This course covers Network Web Services with a specific focus on Amazon Web services (AWS CCP). The course will help an IT professional gain knowledge and skills necessary to effectively demonstrate an overall understanding of the AWS Cloud, independent of specific technical roles.

NTC 304	Cloud Developing	3	This course provides an introduction to developing on Amazon Web Services (AWS). Covering foundational knowledge on how to configure, develop, deploy and debug secure cloud-based applications using AWS. Designed to help students gain technical expertise in development using cloud technologies, this course prepares students to take the AWS Certified Developer - Associate level AWS Certification exam.
NTC 306	Cloud Operations	3	The course will show students how to create automatable and repeatable deployments of networks and systems on AWS and covers specific AWS features and tools related to configuration and deployment. Students will learn how some AWS customers design their infrastructures and implement various strategies and services. Students will build a variety of infrastructures via guided, hands-on activities.
NTC 320	Network Design Associate	3	This course provides an intensive workshop where the student will gain the hands-on experience in topics aligned to the CCDA: Cisco Certified Design Associate certification exam. Topics may include: understanding the methodology used to design a network; describing network structure and modularity; and designing enterprise campus networks, enterprise edge and remote network modules, IP addressing and routing protocols, and network services.
NTC 324	Windows Server Configuration	3	This course provides students with the knowledge and skills necessary to install and configure Windows Server. The course covers server installation and configuration, server virtualization configuration, and maintaining and monitoring server environments.

NTC 326	Administering Windows Server	3	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Managing Network Services, Server Policy Infrastructure, and Managing Directory Services & Group Policy.
NTC 328	Advanced Windows Services	3	This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure & Access Solutions.
NTC 361	Network and Telecommunications Concepts	3	This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.
NTC 362	Fundamentals of Networking	3	This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Network routing, switching, and Wi-Fi are covered. Also covered in this course is an introduction to the OSI model, the TCP/IP model, basics of wireless communications standards, and network security.

NTC 364	NETWORK TECHNOLOGIES	3	This course provides comprehensive information and foundational knowledge about core Cisco technologies, helping you implement and administer Cisco solutions.
NTC 405	Telecommunications and Networking I	3	This course is designed to provide the fundamentals of basic telecommunications, including an introduction to standards, organizations and governing bodies, concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems, explaining how the electronic concepts assist in network troubleshooting.
NTC 406	Telecommunications and Networking II	3	NTC/406 provides analysis of multiple aspects of computer networking including the seven levels of the open systems interconnection (OSI) model which is the basis for analysis of network protocols. Each aspect of networking is analyzed with the related theory applied to specific applications in the industry.
NTC 409	Global Network Architecture and Design	3	This course addresses the fundamentals of network design and analysis with an emphasis on business network needs. The network design techniques necessary for Local Area Network (LAN) and Wide Area Network (WAN) implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.

NTC 411	Global Network Management, Support and Security	3	This course broadens the concept of network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts, and the available tools to the network designer. The development and management of the relationships between the enterprise and the Wide Area Network (WAN) providers is discussed. Network security, disaster recovery, and business continuity planning is also addressed in this course.
NTC 415	Network Integration Project	3	The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality, will be applied. End-to-end performance criteria and service levels guarantees will be examined as a part of network design project. Network capabilities to handle varying types of traffic, from low speed data to large image files and streaming video and digital voice, will be explored.
NTC 425	Networking and Security in Health Information Systems	3	This course covers the concepts of health information security and networking. Content includes governmental regulations, data security, and working with Health Information Exchange (HIE) systems. Coursework explores contingency planning, network architecture, hardware, and system security concepts.
NUR 590A	Nursing Practicum-A	1	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with various nursing experts in clinical application projects.

NUR 590B	Nursing Practicum-B	2	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with various nursing experts in clinical application projects.
OI 365	Knowledge Management and Intellectual Capital	3	In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.
OI 466	Organizational Innovation Integrated Project	3	This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.
ONL 507	Digital Citizenship for Educators	3	The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real world functions and authentic applications.

OPS 330	Strategic Operations and Logistics	3	Strategic operations and logistics are key to maximizing value, minimizing costs, and ensuring efficient process management. This course covers enterprise resource planning and continuous improvement processes used in workflow management, process integration, inventory and supply-chain management, data analysis, business forecasting, optimization, and quality improvement.
OPS 330T	Strategic Operations and Logistics	3	Strategic operations and logistics are key to maximizing value, minimizing costs, and ensuring efficient process management. This course covers enterprise resource planning and continuous improvement processes used in workflow management, process integration, inventory and supply-chain management, data analysis, business forecasting, optimization, and quality improvement.
OPS 350	Operations Management	3	This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services. Topics include quality management, process design, capacity management, materials management, and project management.
OPS 400	Business Process Management	3	This course introduces a process-oriented view of the flows of information, products and services through and across organizational functions. Students will analyze and document business processes and assess the efficiency and effectiveness of these processes to minimize cost and maximize value creation. Students will be able to identify process information, assess and improve process efficiency, learn to model and analyze business processes, and understand the interactions between human behavior and process design. Other topics include business process reengineering, lean six sigma, total quality management, and process innovation.

OPS 405	Enterprise Resource Management	3	This course provides an overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, finance and accounting. Students will learn the methodology and practice of ERP using an industry-leading software package to explore the interaction among the different business processes. Topics include business process integration, inventory management, master scheduling, and material and capacity planning. Concepts are applied through the use of current enterprise resource planning software.
OPS 415	Systems Thinking and Performance Measurement	3	This course provides an overview of systems thinking and information to measure and optimize an organization's performance. Topics include introduction of systems thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement.
OPS 420	Operations Management Capstone	3	This operations management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address operations management challenges. Students will develop a plan for adding value to the management of the operation focusing on the processes, quality, human resources, financial, logistics, and organizational strategy.
OPS 572	Operations Management in Health Care	3	The course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes in health care. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting for health care.

OPS 574	Creating Value Through Operations	3	This course examines the importance of effectiveness and efficiency and evaluates the potential trade-offs between them to create value within an organization. Students will learn to apply process analysis, process improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will understand the entire value chain and how these decisions integrate for efficient and effective performance across a network of organizations.
OPSCB 574	Creating Value Through Operations	3	<p>This course examines the importance of effectiveness and efficiency and evaluates the potential trade-offs between them to create value within an organization. Students will learn to apply process analysis, process improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will understand the entire value chain and how these decisions integrate for efficient and effective performance across a network of organizations.</p> <p>Competency 25: The student will evaluate data-driven processes and approaches of an organization's operations.</p> <p>Competency 26: The student will apply process improvement principles to enhance organizational performance and value.</p> <p>Competency 27: The student will analyze organizational global supply chain process to maximize value.</p>
ORG 535	People and Organizations	3	This course provides students with the interpersonal skills needed to motivate people in the workplace and the human resources skills necessary to manage group dynamics and create synergy among group members. The course will help to develop high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.
ORG 581	Organizational Design	3	This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority and control, specialization and coordination, intrapreneurship, and lateral organizations.

ORG 711	21st Century Issues in Organizational Behavior I	3	This course evaluates research on issues that organizations face in optimizing their performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 716	Organizational Theory and Design	3	Upon completion of this course, students will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, students will have the ability to systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness.
ORG 721	21st Century Issues in Organizational Behavior II	3	The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.
ORG 726	The Impact of Technology on Organizations	3	In this course, students evaluate the relationships among technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.

ORG 727	Organizational Diagnosis and Intervention	3	Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
ORGCB 535	People and Organizations	3	<p>This course provides students with the interpersonal skills and self-awareness needed to motivate people in the workplace and to manage group dynamics to create synergy among group members. The course will focus on the development of the skill sets necessary to elicit high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.</p> <p>Competency 4: The student will examine principles related to human resource management Competency 5: The student will analyze talent management approaches used to build high-performance organizations. Competency 6: The student will align human resource systems with business strategies.</p>
PHL 310CA	Critical Thinking Across Disciplines	3	This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem-solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.
PHL 320	Critical Thinking and Decision Making in Business	3	This course explores the critical thinking techniques necessary to be an effective manager within an organizational setting. Students will focus on critical thinking and reasoning methods as they apply to management concepts within a work environment. Other topics include the use of critical thinking skills in the decision-making process as it applies for successful performance of employees and organizations and achieving desired business goals.

PHL 320T	Critical Thinking and Decision Making in Business	3	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.
PHL 458	Creative Minds and Critical Thinking	3	In this course, students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.
PHL 736	Political Acumen and Ethics	3	This course will provide students with the tools leaders need to address current and future impacts on business and society. Students will examine methods used to influence organizational change toward proactively addressing risk factors such as political, legal, regulatory, and governmental requirements. The course will focus on understanding how business leaders can change, strengthen, and transform their organizations. Topics include corporate social responsibility, organizational and community involvement, and attaining and maintaining American corporate ethical standards in local and global environments.
PHY 101	Fundamentals of Physics	3	This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PM 350	Organizational Project Management	3	This course provides an overview of project management concepts, phases, and methodologies used to optimize complex, organizational processes. Students will evaluate communication, leadership, financial, and operational practices that are used in support of strategic business initiatives.
PM 350T	Organizational Project Management	3	This course provides an overview of project management concepts, phases, and methodologies used to optimize complex, organizational processes. Students will evaluate communication, leadership, financial, and operational practices that are used in support of strategic business initiatives.
PM 571	Project Management	3	This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
PM 582	Project Leadership	3	This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.

PM 584	Project Risk Management	3	This course applies risk management concepts to project execution and its organizational objectives. Students will create contingency plans for a project and its organization. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.
PM 586	Project Quality Management	3	This course applies quality control techniques to project development and implementation. Students will create a continuous quality-improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
PM 598	Project Management Capstone	3	In this capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.
POL 115	American National Government	3	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.

POL 215	State and Local Political Processes	3	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political, and public policy challenges.
POS 221	Windows Server Configurations	3	This course is a survey of Windows Server® configuration. Topics emphasize the structure and the various applications supported by Windows Server®. The course includes access to hands-on Windows® lab exercises.
POS 355	Introduction to Operating Systems	3	This course provides an introduction to Operating Systems. Topics covered include Operating System concepts, program execution, and Operating System internals such as memory, processor, device, and file management. A variety of Operating Systems are compared and contrasted.
POS 408	.NET I	3	This course introduces C# development in the context of developing business applications. Students develop the knowledge and skills necessary to produce event-driven programs using Microsoft Visual Studio for the .NET environments. Topics include writing a C# program, variables and expressions, flow control, debugging error messages and programing in the .NET environment.

POS 409	.NET II	3	This course is an advanced study of the C# programming language in the .NET platform. It covers topics around managing program flow, creating and using types, implementing data access, debugging applications and implementing security.
POS 410	SQL for Business	3	This course provides an in-depth, hands-on workshop on the Structured Query Language (SQL). SQL provides a unified language that lets you query, manipulate, and control data in a business applications environment. This course is aligned to the requirements of the Advanced Business Analytics Certificate; which is designed to provide specific theories, competencies, and skills necessary for success in the field of business analytics.
POS 433	UNIX Networking	3	This course is a survey of the UNIX® operations. The student will gain an understanding of the internal operations of the UNIX® system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX® system files, file systems and process, systems administration and security are also examined.
PRG 211	Algorithms and Logic for Computer Programming	3	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course covers procedural programming concepts, including data types, controls structures, functional decomposition, arrays, files, classes, and objects.

PRG 215	Java Programming	3	Java is a general purpose programming language for platform-independent implementations. This course provides a general introduction to programming, basic computation, branching, loops, and object-oriented programming. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java Development Kit, Standard Edition.
PRG 218	Introduction to C/C++	3	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming languages are used to produce simple computer programs.
PRG 280	Programming in HTML5 with JavaScript	3	This course provides students an introduction to HTML5 with JavaScript® and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript®.
PRG 281	Windows Application Development Using HTML5 and JavaScript I	3	This course covers enhanced HTML5 concepts using CSS3 and JavaScript®. This includes using Canvas and different HTML APIs, exposure to Windows Event Listener, and enhancing websites using animation, audio and video features.

PRG 282	Windows Application Development Using HTML5 and JavaScript 2	3	This course covers developing web applications using HTML5, CSS3, jQuery, and JavaScript®. This includes use of different advanced JavaScript® APIs, such as Drag-and-Drop API, Web Storage API, Geolocation API, and the Web Socket API.
PRG 410	C++Programming I	3	This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, arrays, and functions. There is also an introduction to object oriented concepts in C++.
PRG 420	Java Programming I	3	This course is a study in Java programming. It covers topics around Java programming, variables, expressions, using branches and loops, storing data in arrays and using methods.
PRG 421	Java Programming II	3	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications, the use of data files and other advanced topics.

PRG 430	Programming Project Capstone: Web or Cloud Application	3	In this hands-on project course, students use Python or Java skills to develop an application for web or cloud.
PSY 103	Introduction to Psychology	3	This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical-thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.
PSY 110	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSY 203	Foundations of Psychology	3	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 203T	Foundations of Psychology	3	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 205	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 205T	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 215	Careers in Psychology	3	This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.

PSY 225	Positive Psychology	3	How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be 'free'? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.
PSY 245	Survey of Research and Statistics	3	This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.
PSY 250	Psychology of Personality	3	Introduction to the study of personality. An examination of classic theoretical explanations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSY 275	Introduction to Abnormal Psychology	3	This course introduces the study of major psychological disorders as defined in the DSM 5, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

PSY 280	Human Growth & Development	3	This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.
PSY 300	General Psychology	3	General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.
PSY 301	Emotional Intelligence	1	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
PSY 305	Professional Orientation in Psychology	3	This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.

PSY 310	History and Systems in Psychology	3	The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.
PSY 315	Statistical Reasoning in Psychology	3	This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.
PSY 320	Human Motivation	3	This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.
PSY 335	Research Methods	3	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.

PSY 340	Biological Foundations in Psychology	3	This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.
PSY 345	Sensation and Perception	3	This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.
PSY 355	Motivational Processes in Human Psychology	3	This course examines theories and research results pertaining to the structures (self-, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self- and person perception.
PSY 360	Cognitive Psychology	3	This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.

PSY 375	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 390	Learning and Cognition	3	This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.
PSY 400	Social Psychology	3	This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
PSY 405	Theories of Personality	3	This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.

PSY 410	Abnormal Psychology	3	This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.
PSY 420	Theories of Behavior	3	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.
PSY 435	Industrial/Organizational Psychology	3	This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
PSY 450	Diversity and Cultural Factors in Psychology	3	A study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

PSY 460	Environmental Psychology	3	In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.
PSY 475	Psychological Tests and Measurements	3	This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480	Elements of Clinical Psychology	3	This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.
PSY 490	Capstone Course in Psychology	3	This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

PSYCH 599	Foundations of Graduate Study in Psychology	3	This course prepares students for academic and professional success in graduate-level psychology. Students will explore historical and foundational concepts of psychology while enhancing their oral and written communication skills. Topics also include critical thinking, stress and time management, and collaborative processes.
PSYCH 600	Developmental Psychology	3	This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.
PSYCH 610	Research Methods in Psychology	3	This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.
PSYCH 614	Social Psychology	3	This course examines how situations and the environment influence our thoughts, feelings, and behaviors. Students will learn about the social psychological concepts such as attitudes, conformity, social conditioning, cognition, and influence.

PSYCH 620	Multicultural and Social Issues in Psychology	3	This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625	Statistics for the Behavior Sciences	3	This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.
PSYCH 629	Introduction to Industrial/Organizational Psychology	3	In this course, students will be introduced to the domains of the Industrial Organizational (I- O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I- O field of study. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to the present day, the various ways that I-O psychologists contribute to organizations, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.
PSYCH 630	Physiological Psychology	3	This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 634	Biological Basis of Behavior	3	This course emphasizes the biological and biochemical correlates of behavior. The course focuses on the structure and function of the human nervous and endocrine systems as they relate to human behavior, emotion, and cognition.
PSYCH 635	Psychology of Learning	3	This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 640	Cognitive Psychology	3	This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.
PSYCH 642	Personnel Psychology	3	Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 644	Psychology of Learning and Cognition	3	This course covers the elements of learning and cognitive psychology. The course includes research related to the theories of learning, problem solving and reasoning, attention, memory, knowledge representation, and language. Strategies and methods for applying principles of learning and cognition to various life and career settings are also addressed.
PSYCH 645	Personality Theories	3	This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.
PSYCH 647	Human Performance, Assessment, and Feedback	3	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	Psychopathology	3	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 655	Psychometrics	3	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.
PSYCH 658	Work Motivation and Job Attitudes	3	This course will allow students to evaluate various theories of motivation and develop a familiarity with, and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 660	Ethics and Professional Issues	3	This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.
PSYCH 664	Research Methods and Statistics in Psychology	3	This course presents the fundamentals of research methods and statistics applicable to the field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically evaluate, analyze, and interpret data from empirical psychological studies.

PSYCH 665	Integrative Capstone: Psychology Past and Present	3	This course will trace the historical progression of ideas and concepts in psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.
PSYCH 670	Master's Thesis	3	Only those students who have developed a detailed and manageable analytic research proposal in PSYCH/665 may enroll in this course. During the course, the student will finalize a quantitative analytic research proposal from PSYCH/665. Students will complete an APA style manuscript by the end of the course.
PSYCH 694	Specialty Areas in Applied Psychology	3	This course will introduce students to different areas of applied psychology, such as clinical, counseling, industrial/organizational, forensic, and educational psychology. Students will apply psychological research and principles from their program to a selected specialty area and explore human behaviors related to health, personal relationships, education, and the workplace. This application will guide students in their exploration of career opportunities within the broad field of psychology.
PSYCH 706	Human Performance, Assessment, and Feedback	3	In this course learners are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.

PSYCH 708	Work Motivation and Job Attitudes	3	This course will allow learners to evaluate various theories of motivation and develop a familiarity with and understanding of pertinent research in the field. Learners will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 710	Master's Project	1	The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.
PSYCH 720R	Dissertation Process	3	Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.
PSYCH 740	Judgment and Decision Making	3	Students will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.

PSYCH 750	Consulting and Business Skills	3	This course focuses on developing business presentations, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.
PSYCH 760R	Consulting Processes in I/O	3	The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.
PSYCH 799	Comprehensive Exam	1	The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leaderships, and research. Students will demonstrate a requisite understand of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level.
QNT 275	Statistics for Decision Making	3	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory to support decision making for business, and understand how inferential analytical methods are used for different types of business decisions.

QNT 275T	Statistics for Decision Making	3	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory for inferential decision making for business, and perform trend analyses.
QNT 375	Business Data Analytics	3	This course provides an overview of applied business research, statistical tools, and data analytics used to support strategic decision making. Students will examine methods used to frame business problems, conduct research, collect and evaluate data for validity and reliability, determine patterns and trends in performance, and effectively present conclusions.
QNT 375T	Business Data Analytics	3	This course provides an overview of applied business research, statistical tools, and data analytics used to support strategic decision making. Students will examine methods used to frame business problems, conduct research, collect and evaluate data for validity and reliability, determine patterns and trends in performance, and effectively present conclusions.
QRB 501	Quantitative Reasoning for Business	3	This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools, graphs, tables, and charts. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.

RDG 201CA	Reading and Writing Concepts	3	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	Children's Literature	3	This course examines the use of Children's literature in the elementary school classroom. Various genres are studied, as well as the application of Children's literature to instruction and to assessment in reading. Methods for integrating the use of Children's literature in all content areas are examined.
RDG 351	Early Childhood Literacy Development	3	In this course, students learn about creating an environment in the early childhood setting that promotes literacy skill development. Students examine theories and strategies for language development; strategies and assessments to support literacy learning; and strategies to support vocabulary learning, reading comprehension, and family involvement in literacy instruction. Students gain the necessary knowledge and skills to create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.
RDG 412	Scientifically Based Literacy Instruction	3	This course focuses on scientifically-based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of The Colorado Reading to Ensure Academic Development Act (2012) and state reading and language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing Children's performance in reading and language arts are also emphasized.

RDG 415	Diagnosis and Remediation of Reading Difficulties	3	This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction.
RDG 416	Methods of Teaching in Early Childhood Language and Literacy	3	In this course, students learn about children's language and literacy development from birth to age 8. Students examine theories of language development and second language acquisition; the needs of English learners; and strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards, development of hands-on learning experiences, and developmentally effective assessments as a means of informing instruction are also emphasized.
RDG 418	Phonological Theory and Reading Instruction	3	This course focuses on scientifically-based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from nonscientific claims. In addition, they study the applications of scientific research to classroom instruction.
RDG 420	Elementary Methods - Reading/Language Arts	3	This course focuses on the most current research, theory, methods, and state standards related to reading instruction including research-based systematic phonics, including language and literacy development. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. This course provides teacher candidates with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional, assessment, and differentiation techniques are also discussed.

RDG 420CA	Elementary Methods: Reading and Language Arts	3	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 537	Curriculum Const and Assmt: Reading and Language Arts	4	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 537CA	Curriculum Const and Assmt: Reading and Language Arts	4	This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 542	Curr Const and Assmt: Reading Methods for Secondary Settings	3	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.

RDG 542CA	Curr Const and Assmt: Reading Methods for Secondary Settings	3	This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 556	Elements of Literacy Content and Pedagogical Knowledge	3	This course focuses on the five key themes of English language arts and literacy (meaning making, language development, effective expression, content knowledge, and foundational skills) and English language development instruction in multiple subject classrooms. Candidates apply interdisciplinary teaching strategies to develop learning and critical thinking skills in their learners. Emphasis is placed on using both universal design as a learning framework to guide instructional planning, design, delivery, and assessments, and Multi-Tiered System of Supports to meet the needs of diverse learners. This course incorporates clinical experience based on work with a student in a K-8 school setting.
RDG 558	Secondary Content Area Literacy	3	This course focuses on implementing principles, and instructional strategies for comprehensive instruction of content-based literacy strategies in single-subject classrooms. Emphasis is placed on development of literacy skills through academic language in a specific content areas; designing and differentiating instructional strategies; showcasing literacy through speech, writing, listening, and reading; incorporating new literacies and assessment. Candidates use this knowledge to prepare a comprehensive content area lesson plan. This course incorporates required field experience based on work in a single-subject content-area classroom.
RDG 570	Curriculum Const and Assmt: Reading and Lang Arts for SPE	4	This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop an integrated unit of instruction. Instruction and assessment techniques, including intervention practices, research-based phonics instruction, and strategies for teaching learners with dyslexia, are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.

RDNG 500	Reading Methods: Primary	3	This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.
RDNG 501	Reading Methods: Elementary	3	This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing, and technology-based instruction.
RDNG 502	Reading Methods: Secondary	3	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDNG 504	Phonological Theory and Application	3	This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.

RDNG 505	Children's Literature	3	This course examines children's literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.
RDNG 506	Elementary Reading and Writing Strategies	3	This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDNG 507	Content Area Reading and Writing for Elementary	3	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.
RDNG 508	Adolescent Literature	3	This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.

RDNG 510	Content Area Reading and Writing for Adolescents	3	In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.
RDNG 511	Reading Assessment	3	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.
RDNG 515	Diagnosis, Remediation, and Differentiated Instruction	3	This course focuses on the assessment and correction of reading and writing difficulties in the K-12 classroom setting. Participants identify factors that affect reading performance, explore formal and informal literacy assessments, and examine strategies for the diagnosis and remediation of struggling readers and diverse learners with literacy difficulties, including students with dyslexia. An additional focus is on differentiated instruction with an emphasis on phonics, fluency, vocabulary, and comprehension. Interest inventories, English language learner screening, visual and auditory discrimination tools, language expression and processing screening, and spelling and writing assessment tools are also addressed.
REL 133	World Religious Traditions I	3	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Daoist, Confucian, and Shinto traditions.

REL 134	World Religious Traditions II	3	This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.
RES 351	Business Research	3	This course evaluates the process of conducting research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
RES 709	Research Conceptualization and Design	3	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	Statistical Research Methods and Design I	3	Doctoral practitioners are resolute in their commitment to identifying, informing, and affecting both individual and organizational change and innovation. Generating actionable interventions requires an extensive investigation of situational factors and a foundational understanding of research methodology. In this course, students explore the foundations of statistics used in quantitative research by actively engaging in processes focused on evaluation, appraisal, and application.

RES 720	Statistical Research Methods and Design II	3	In this course, students expand their understanding of research methodology by exploring advanced statistical procedures. Students leverage investigative processes to demonstrate their understanding of, and ability to apply, interpret, and draw conclusions from complex approaches to quantitative research.
RES 724	Qualitative Methods and Design	3	This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this preexisting foundational understanding, the purpose of the class is to enhance students' understanding and craft through reading, application, and reflection on the practice of qualitative inquiry.
RES 726	Correlational Methods of Analysis	3	This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs, other approaches may be covered.
RES 727	Approaches to Phenomenological Inquiry and Data Analysis	3	This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728	Qualitative Case Study	3	This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RES 729	Ethnomethodology and the Study of Culture	3	In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on "thick description" as a critical mode of representation.
RES 745	Grounded Theory Methods	3	This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.
RES 746	Mixed Methods	3	The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

RES 750	Approaches to Research: Quantitative/Qualitative I	3	In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two topics identified by the student during PSYCH/720R.
RES 751	Approaches to Research: Quantitative/Qualitative II	3	In this course, students will critically evaluate the two research topics developed into draft concept papers during RES/750 to determine which topic is most viable for their dissertation study. After selecting a topic, students will more deeply examine quantitative and qualitative research designs, including key methodological approaches. They will continue to develop key components of their dissertation concept paper and focus on a brief review of the literature, a summary of the theoretical or conceptual framework, and a justification of their research methods and design choices.
RES 752	Research Constructs and Design	3	In this course, students will synthesize the cumulative knowledge gained in RES/750 and RES/751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the College of Doctoral Studies Dissertation Criteria and Rating Scale.
RES ARA1	Advanced Research Analysis Elective	3	Place Holder

RES ARA2	Advanced Research Analysis Elective	3	Place holder
RES ARA3	Advanced Research Analysis Elective	3	Place holder
RHET 300	Rhetorical Theories	3	This course examines major rhetorical theories and theorists from a range of cultures and periods.
RHET 470	Studies of American Rhetoric	3	This course examines American rhetoric from a variety of genres and a range of historical periods.

RHET 475	Rhetoric and Social Media	3	This course explores the use of rhetoric in contemporary social media.
RHM 410	The Landscape of Health Care in Retail Health Clinics	3	This course introduces students to the business operations of the retail health environment. Focus will include overall concepts of health systems, managed care plans, and government providers that impact retail health clinics, as well as formulating strategies for the future development of retail clinics.
RHM 420	The Management of Retail Health Clinics	3	This course introduces students to the management of retail health clinics. Content will focus on customer engagement, clinical practices, and the day-to-day management of the retail health clinic environment.
RHM 430	Technology and Digital Health Care in Retail Health Clinics	3	This course introduces students to technology and digital health within retail health clinics. Concepts covered include patient record management, the exchange of data, proper coding, and data management for the health and wellness of consumers using retail health clinics.

RHM 440	Regulatory and Compliance in the Retail Health Environment	3	This course covers regulatory and compliance concepts as it relates to retail health management. Students will focus on resource allocation related to compliance and regulations concerning privacy and security laws, and communication protocols with consumers, staff, and external partners to the retail health clinics.
RHM 450	Retail Health Financial Strategies	3	This course introduces students to approaches that relate to the financing and reimbursement of retail health clinics. Course content will focus on financial strategies for retail health clinics, the various payers within the health care industry for timely reimbursement, and appropriate billing and coding considerations that impact the management of retail health clinics.
SCH-CN 501	School Counseling: Delivery of Services	3	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student's academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.
SCHC 505	Human Development and Family Change Across the Lifespan	3	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate school based situations, consider prevention strategies and assess potential interventions in the school context.

SCHC 544	Clinical Assessment and Student Evaluation	3	This course introduces students to models and tools of assessment. Students learn and practice assessment strategies, use of the Diagnostic and Statistical Manual of Mental Disorders (DSM), and behavioral analysis in relationship to student-age populations. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice. Emphasis will be placed on models and techniques for physical and sexual abuse and neglect, substance abuse, suicide and participating as a member of a multidisciplinary team for special education planning. Administration, scoring, and interpretation of standardized tests are described, and principles necessary for the development, interpretation, and selection of assessment instruments are presented. Multicultural and ethical issues regarding assessment are also examined.
SCHC 554	Group Counseling: Children and Adolescents	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co-leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.
SCHC 562	Student Vocational Development and Career Counseling	3	This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.
SCHC 571	School Counseling Administration	3	This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.

SCHC 592	Practicum in School Counseling	3	The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.
SCHC 592O	Orientation to School Counseling Practicum	0	This course is an orientation to the practicum and internship.
SCHC 597A	School Counseling Internship A	3	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SCHC 597B	School Counseling Internship B	3	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.

SCI 163	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 163T	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 201	Survey of Alternative Medicine	1	This course examines the traditions and recent developments within the field of alternative medicine and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.
SCI 209	Oceanography	3	This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

SCI 220	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 220T	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 250	Microbiology	4	This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity, and host-parasite relationships. Also, examples of how microorganisms are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences. Online labs in this course require students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
SCI 256	People, Science and the Environment	3	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.

SCI 362	Environmental Issues and Ethics	3	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.
SEC 100	Introduction to Security Management	3	This course is an introductory overview of the Security Management field and provides a broad-based view of the history, practices, methodologies, and management theories of the profession. It reviews industry standards for security, threat assessment and risk analysis guidelines, investigative techniques, personnel management, security equipment and security best practices. Additionally, this course examines security technology, loss prevention and workforce safety programs, planning for continuity of business operations, and corporate/client communication skills.
SEC 120	Corporate Security Essentials	3	This course will identify security essentials that are prevalent in the corporate security function such as trade secrets, proprietary information, information security, and vulnerability assessments. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective essentials.
SEC 130	Private Security Issues and Conflicts	3	This course identifies issues and conflicts associated with the private security industry by examining security management, recruitment, selection, training, investigation of crimes, terrorism and natural disasters.

SEC 140	Incident Communication Plans and Systems	3	This course provides the student with an understanding of the various elements needed for responding to critical incident events. These incidents include natural disasters, workplace violence, and other significant planned and unplanned occurrences. An emphasis is given to proper planning, communication, and system development for these critical incidents.
SEC 150	Insider Threats Fundamentals	3	This course provides the student with an understanding of assessing potential risks which may originate from members or employees within an organization by identifying specific risk indicators. An emphasis is given to the process of risk analysis along with the ability to design, manage, and implement a response to potential threats. Additionally, students will learn how to use the Return on Investment (ROI) approach to evaluate company performance.
SEC 200	Emergency Management and Response	3	This course will identify emergency practices for critical incident responses such as natural disasters, man-made disasters, bomb threats, strikes, and terrorism. It will also examine specific concepts in relation to emergency response including: mutual aid associations, disaster recovery, public relations and warning, and alert systems.
SEC 210	Physical Asset Protection	3	This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost-benefit analysis.

SEC 220	Critical Thinking in Security Management	3	This course will explore various types of critical thinking strategies for security management practitioners; identifying the differences between management and leadership in the organization. Students will also examine the applied strategic planning model, management theories, and analytic techniques.
SEC 230	Homeland Security and Public Safety	3	This course evaluates public safety initiatives in a post 9/11 era with emphasis on homeland security strategies carried out by federal, state, local, private, and joint assets. Students will examine threats, investigative techniques, and applicable laws and regulations used to mitigate risk.
SEC 240	Loss Prevention and Supply Chain Security	3	This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally, this course provides an overview of situational crime prevention, the crime risk management process, and the stages necessary to designing an effective supply chain security program.
SEC 311	Security Management Fundamentals	3	This course is an overview of the principles of security management and the consequences of failure to identify and adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.

SEC 319	Computers and Information Processing in Security	3	This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem-solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.
SEC 321	Survey of Security Specializations	3	This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
SEC 331	Industrial Safety	3	This course provides students with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA, and National Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire, and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to, and investigation of, work-related accidents.
SEC 341	Criminology and the Criminal Justice System	3	This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparages.

SEC 351	Legal and Regulatory Issues in Security Management	3	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.
SEC 361	Interpersonal Communications	3	This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation, as well as techniques for interviewing and understanding verbal and nonverbal communication.
SEC 371	Finance and Budgeting Practices	3	This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.
SEC 391	Organizational Behavior and Management	3	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.

SEC 401	Threat and Vulnerability Management	3	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.
SEC 411	Physical Security	3	This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property, and data housed in physical facilities.
SEC 421	Personnel Security and Executive Protection	3	This course provides the student with an understanding of the procedures, techniques, and technology associated with the protection of executives, employees, customers, and the general public from intentional harm, accidents, and naturally occurring emergencies.
SEC 431	Principles of Investigation	3	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.

SEC 441	Security of Networks and Enterprise Systems	3	This course reinforces student's knowledge and comprehension of the security issues associated with computer network systems. The course also explores security measures intended to protect the software, hardware, and data associated with computer systems and include practices that security professional employ to harden their organization's information systems against attack.
SEC 451	Global Security Issues	3	This course introduces the student to the evolutionary changes to the global security environment. The course will help the student understand the dynamic nature of global factors influencing security strategies and how domestic security policy integrates these global strategies.
SEC 461	Terrorism	3	This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.
SEC 471	Critical Incident Management	3	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning, and recovery, as well as inter-agency coordination and response.

SEC 481	Security Capstone	3	This is the capstone course for the Security Management undergraduate program. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner with regard to the areas of risk and threat assessment, physical, personal, and information system(s) security, emergency and critical incident response, and administration and management. Students will evaluate and demonstrate their professional growth with the development of an effective security plan.
SEC 489	Implementation of Security System Measures	3	This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.
SEC 490	Physical Security Operations Capstone	3	In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.
SEC 491	Enterprise Security Administration Capstone	3	This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.

SEC 508	Models, Theories and Strategies for Secondary Education	3	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
SEC 532	Secondary - Creating an Effective Learning Environment	3	This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.
SEC 533	Instruction and Assessment for Diverse Learners	3	This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine best practices for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, the backward design process, culturally responsive teaching practices, and strategies for collaborating with colleagues and communicating with families.
SEC 534	Reading in the Content Area	3	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.

SEC 535	English/Language Arts Content and Curricular Knowledge	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle and high school settings. Teacher candidates identify the educational needs of students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. This course also helps participants develop skills in selecting and adapting delivery methods for diverse individual students and student populations.
SEC 536	Social Studies Content and Curricular Knowledge	3	This course explores the application of instructional methods and strategies for teaching history and social sciences in diverse middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom or inclusion in a professional portfolio.
SEC 537	Secondary Content and Curricular Knowledge	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students' varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.
SEC 538	Mathematics Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of diverse learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.

SEC 539	Physical Education Content and Curricular Knowledge	3	This course explores the secondary physical education classroom teaching and assessment strategies, and national and state standards. Candidates examine topics including developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, developing and practicing social skills, and the value of fair play in games and sports. Candidates develop skills in selecting, designing, and adapting instruction for diverse student populations. The course also emphasizes classroom and sport/field management skills and safety as they relate to physical education instruction.
SEC 540	Science Content and Curricular Knowledge	3	This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for diverse student populations.
SEC 541	Visual Arts Content and Curricular Knowledge	3	This course explores the theory, application, and strategies of teaching the visual arts for single-subject teacher candidates. Candidates identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course also emphasizes classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
SEC 545	Secondary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

SEC 583	Secondary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 586	Secondary Clinical Practice A	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 587	Secondary Clinical Practice B	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 590	Secondary Student Teaching Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

SEC 595	Secondary Student Teaching Part B	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.
SEC 596	Secondary Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 598	Secondary Student Teaching: Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 599	Secondary Student Teaching: Part B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

SEI 300	Structured English Immersion	3	This course will introduce students to the concept of and methods for instructing English learners in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of SEI and the English Language Proficiency (ELP) Standards. The Arizona Language Development Approach (LDA) and SEI models are introduced, including language development and acquisition learning theories. Additionally, students analyze the identification and assessment process for English learner (EL) eligibility, as well as culturally relevant instructional practices for English learners and family engagement. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 301	Advanced Structured English Immersion Methods	3	This course addresses Structured English Immersion (SEI) instruction and assessment of elementary (K-5) English learners. Students explore appropriate intervention practices and differentiation strategies to support English learners. A comprehensive overview of the alignment of English Language Proficiency (ELP) Standards to the English Language Arts (ELA) Standards (Reading, Writing, Listening and Speaking, and Language) is also a focus, including their application to lesson planning. This course is the second of two courses required to earn a Structured English Immersion (SEI) endorsement, combined with SEI/300. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 500	Structured English Immersion	3	This course will introduce students to the concept of and methods for instructing English learners in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of SEI and the English Language Proficiency (ELP) Standards. The Arizona Language Development Approach (LDA) and SEI models are introduced, including language development and acquisition learning theories. Additionally, students analyze the identification and assessment process for English learner (EL) eligibility, as well as culturally relevant instructional practices for English learners and family engagement. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 503	Advanced Structured English Immersion Methods	3	This course addresses Structured English Immersion (SEI) instruction and assessment of elementary (K-5) English learners. Students explore appropriate intervention practices and differentiation strategies to support English learners. A comprehensive overview of the alignment of English Language Proficiency (ELP) Standards to the English Language Arts (ELA) Standards (Reading, Writing, Listening and Speaking, and Language) is also a focus, including their application to lesson planning. This course is designed to meet the standards set by the Arizona Department of Education.

SEI 504	Structured English Immersion-Elementary	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, the identification and assessment process for English learner eligibility, and culturally relevant instruction. The Arizona Language Development Approach and SEI models are introduced, including language development and acquisition learning theories. Students examine the English Language Proficiency (ELP) Standards and their application in lesson planning. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in elementary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 506	Structured English Immersion - Secondary	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, the identification and assessment process for English learner eligibility, and culturally relevant instruction. The Arizona Language Development Approach and SEI models are introduced, including language development and acquisition learning theories. Students examine the English Language Proficiency (ELP) Standards and their application in lesson planning. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 507	Structured English Immersion - Secondary	3	This course introduces students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of structured English immersion (SEI) foundations, the English Language Proficiency (ELP) Standards, SEI identification, and the application of assessment data to instruction. Students are also introduced to instructional elements and language development of English learners in secondary grades, including language acquisition theories, elements of language, and language domains. Culturally relevant instruction for English learners and family and community engagement are also explored. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 508	Advanced Structured English Immersion - Secondary	3	This course addresses Structured English Immersion (SEI) instruction and assessment of secondary English learners. Students examine the Universal Design for Learning (UDL) framework as an approach to English language instruction for diverse learners. The alignment of English Language Proficiency (ELP) Standards to the Arizona English Language Arts Standards (Reading, Writing, Listening and Speaking, and Language) and their application to lesson planning is also explored. This course is designed to meet the standards set by the Arizona Department of Education.

SMH 591	Creating a Sustainable Health Care Organization	3	This course explores the opportunities and challenges for health administrators as they seek to create organizational environments focused on sustainability. Topics include understanding sustainability in health sector contexts, assessing institutional practices, facilitating culture change, and innovation in the context of health care sustainability.
SMH 593	The Economics of Health Care Sustainability	3	This course examines the economic issues related to the management of resources in the creation and day-to-day operations of sustainability-focused organizations. Topics include cost-benefit analysis of sustainable products, supply chains, and corporate partnerships, as well as sustainability metrics across the health sector.
SMH 596	Issues in Environmental Sustainability	3	This course will explore the impact of sustainability across the health sector. Topics include the evolving strategies that are transforming health technology, regulation, and societal and community interactions. Topics include the use of emerging evidence based knowledge to support environmental sustainability.
SOC 100	Introduction to Sociology	3	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.

SOC 110	Teamwork, Collaboration, and Conflict Resolution	3	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 262	Contemporary American Society	3	Americans have faced challenges since the formation of the country, but what we see as 'problematic' in our society has changed over time. This course examines contemporary American society and the social problems that challenge its individuals and institutions. Using sociological perspectives, students identify and examine causes, effects, and potential solutions to social problems that touch our families, our communities, and our work.
SOC 315	Cultural Diversity	3	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
SOC 335	The Peoples and Cultures of Asia	3	This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.

SOC 337	Contemporary Latin American Society	3	This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338	The African American Experience	3	This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture, and the inequalities African Americans face in popular American culture. Race, class, and gender of the African American people will be explored from a historical to modern-day perspective.
SPAN 110	Conversational Spanish I	3	SPAN/110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar with an emphasis on the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 114	Conversational Spanish II	3	SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.

SPAN 520	Spanish for Educators, Basic	3	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 521	Spanish for Educators, Intermediate	3	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.
SPE 300	Orientation to the Exceptional Child	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
SPE 300CA	Orientation to the Exceptional Child	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.

SPE 512	Special Education Assessment and Interpretation	3	This course focuses on the task of assessing the exceptional learner and diagnosing his or her strengths and needs. The course will examine the common tests and evaluation systems used in public school special education and their relationship to writing and monitoring an IEP. Emphasis is placed on the continuous use of assessment, specific diagnostic procedures, and the evaluation of data as part of the instructional process.
SPE 513	Orientation to the Exceptional Child	3	This course provides an overview of special education and the characteristics of exceptional learners. Candidates are introduced to special education laws and their implications for identification and eligibility, service delivery options, and the Individualized Education Program (IEP). In addition, the use of technology, collaborative practices, and transition planning requirements are examined. Candidates will also reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
SPE 514	Survey of Special Populations	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 514CA	Survey of Special Populations	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

SPE 544	Characteristics of Emotional & Behavioral Disorders	3	This course examines the characteristics and instruction of learners with emotional and behavioral disorders (EBD). Emphasis is placed on assessment and legal requirements, learner characteristics, and research-based teaching strategies. Included is an examination of functional behavior analysis, positive behavior intervention supports, and the use of proactive and preventive classroom management systems.
SPE 556	Characteristics of Physical & Health Disabilities	3	This course examines the characteristics and instruction of learners with physical and health disabilities including individuals with sensory, orthopedic, and other health impairment (OHI). Attention is given to federal and state regulations as they pertain to assessment, eligibility, and the provision of special education services within the schools. Service delivery options, curriculum and program models, and appropriate supports and accommodations will be also be examined.
SPE 558	Transition Planning for Adolescents with Disabilities	3	This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.
SPE 559	Characteristics of Learning Disabilities	3	This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.

SPE 574	Characteristics of Intellectual/Developmental Disabilities	3	This course examines the characteristics and instruction of learners with intellectual and developmental disabilities, including traumatic brain injury (TBI). Emphasis is placed on learner characteristics, instructional strategies, assessment measures, and technology integration. Supports, accommodations, and curricular modifications will be analyzed among various service delivery options.
SPE 575	Inclusion Strategies of the Special Educator	3	This course examines the roles of special educators when including students with disabilities in general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 576	Characteristics of Autism Spectrum Disorders	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with autism spectrum disorders (ASDs). It is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
SPE 577	Special Education Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

SPE 578	Models, Theories and Instructional Strategies for SPE	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
SPE 584	Learning Disabilities and Language and Development Disorders	3	This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on instructional strategies, assessment, and language intervention strategies. Technology supports for exceptional learners, ethical practices, and professional learning collaboration strategies are also explored.
SPE 594	Special Education Student Teaching: Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SPE 595	Special Education Student Teaching: Part B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

SPE 596	Special Education Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SPED 530	Introduction to Learners with Special Needs	3	This course provides an overview for working with exceptional learners ages 3 to 21 years in educational settings. Participants examine varied areas of disabilities and common characteristics supporting effective implementation of specially designed instruction within individualized education programs (IEPs) for students with special needs. Historical perspectives, special education law, and current policies are also examined. Participants learn best practices and supports for student academic and personal success across grade levels, including IEP development and family-school partnerships.
SPED 531	Special Education Teaching Methods	3	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as: instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.
SPED 532	Special Education Assessment	3	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.

SPED 533	Mainstreaming and Inclusion	3	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.
SPED 534	Speech and Language Disorders	3	This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.
SPED 535	Overview of Severe Disabilities	3	This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.
SPED 536	Transition Planning for Adolescents with Disabilities	3	This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families, and the community.

SPED 537	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 538	Special Education in Early Childhood	3	This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.
SPED 557	Collaboration with Families of Students with Disabilities	3	This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
SPED 560	Teaching Learners with Disabilities	1	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.

SPED 591	Characteristics of Exceptionalities	3	This course examines the education of students with mild disabilities. Special emphasis is placed on mild disabilities including intellectual and developmental disabilities, emotional disturbance, and specific learning disability. The etiologies, learning characteristics, and key legislation related to these mild disabilities will be discussed. Students will also explore educational planning considerations, methods of instruction and assessment, service delivery models, and effective behavior management techniques.
STEAM 506	Steam Education: Curriculum and Instruction	3	This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.
STR 581	Strategic Planning & Implementation	3	This capstone course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create a sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation and evaluation, and risk management.
STRCB 581	Strategic Planning and Implementation	3	<p>This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.</p> <p>Competency 31: The student will evaluate sustainable competitive advantages for an organization through a SWOT analysis.</p> <p>Competency 32: The student will develop business strategies to create sustainable competitive advantage for an organization.</p> <p>Competency 33: The student will justify an organization's strategic plan to gain stakeholder support.</p>

SUS 300	Environmental Sustainability	3	Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.
SWRK 200	Introduction to Social Work	3	This course introduces students to the foundations of social work and social justice. Students examine the history, philosophical foundation, and theoretical perspectives of the profession of social work and come to understand the nature and causes of major social welfare issues.
SWRK 210	Social Problems and Programs	3	This course provides an in-depth perspective of social problems and programs. Students develop an understanding of social welfare and the effects of sociopolitical policies on marginalized populations. Students examine the link between special populations in terms of neglect and abuse, as well as the relationship between the social welfare system and the legal system in relation to the enforcement of victims of abuse laws.
SWRK 220	Professional and Ethical Behaviors for Social Work Practice	3	Social workers are held to an advanced level of professionalism through a code of ethics and practice standards. Students learn how to adhere to these ethical and legal aspects in their work, maintain proper self-care, and be supportive of their discipline's role and responsibilities, which relies on respecting client self-determination, human rights, multiculturalism, and ethnic diversity.

SWRK 301	Communication Techniques	3	This course provides students with advanced-level knowledge of interviewing, intervention, assessment, and documentation skills needed to perform social work practice. Students develop skills in verbal and written communication and examine the importance of effective documentation from a social and legal perspective.
SWRK 310	Human Behavior and the Social Environment I	3	This course prepares students for the challenge of intimate working relationships. Students gain an understanding of human growth and development across the lifespan, applying developmental psychological theory and ecological perspectives to the family and individual lifecycles within a multi generational cultural context. Students also learn about the lifespan development approach, with a multidisciplinary perspective of human development. Trauma, loss, grief, violence, homelessness, changes in lifestyle, and gender issues are specifically examined. The philosophical, cultural, medical, psychological, and spiritual aspects of life are explored, as well as the differences in working with children, adolescents, and adults and the assessment of complicated grief reactions.
SWRK 320	Social Welfare Policy and the Law	3	This course focuses on the relationship between political and economic forces and social work policy, as well as how existing laws affect social work practice and social justice initiatives within social work.
SWRK 330	Social Work Practice: Individuals and Families	3	This course prepares students for social work practice with children, adults, and families. Students integrate the knowledge gained in previous program coursework into the practice of effectively working with families and examine the effect of cultural norms on the family system.

SWRK 340	Social Work Practice: Groups	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at the group level, as well as how to assess group needs and identify resources for a group. Students gain professional skills for initiating change in groups; understanding issues of social stratification; and managing group conflict, resistance to change, and methods for overcoming resistance.
SWRK 345	Social Advocacy: Child Endangerment and Global Factors	3	Social work encapsulates individuals working to support a profession concerned with domestic and global social issues that children face. This 5-week course prepares students for the difficult task of assessing, reporting, and treating child abuse.
SWRK 350	Social Justice and Diversity in Social Work	3	Students learn to advocate for human rights and social justice, exploring diverse strategies for working with groups that may be oppressed due to race, ethnicity, culture, age, gender, sexual orientation, ability, economic status, or other factors. Students learn to recognize how a society's structures and values may oppress, alienate, or marginalize diverse segments of the population.
SWRK 360	Social Work Practice: Communities and Organizations	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at community and organizational levels, as well as how to assess community needs and identify community resources. Students gain professional skills for initiating change in organizations and communities, understanding issues of social stratification, conflict, resistance to change, and methods for overcoming resistance.

SWRK 380	Applying Social Work Practice Skills	3	Students build on their professional values, ethics, principles, practice methods, and strengths-based skills learned in the Social Work Practice courses. Students gain an understanding of the application of advanced social work skills.
SWRK 390	Social Welfare Policy Application	3	Social welfare policies and legislation are explored in terms of historic rationale, implementation, and effectiveness. Students gain an understanding of concepts and frameworks for analyzing social welfare policies and programs, including their effects on oppressed and at-risk populations. Students recognize the role of social workers as agents of change and learn to advocate for social welfare policies that improve the lives of individuals, families, and groups.
SWRK 400	Research and Evaluation in Social Work Practice	3	The fundamental concepts of research design, data integration, project implementation, and evaluation are taught in this course. Students are expected to communicate their findings by demonstrating the learned components of a sound scientific method of inquiry and annotating peer-reviewed literature for the purpose of service evaluation, professional contribution, and introductory program development.
SWRK 405	Field Education I	3	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.

SWRK 420	Field Education II	3	A continuation of SWRK/405, this course provides 15 additional weeks of supervised generalist practice within the community.
SWRK 421	Human Behavior and the Social Environment II	3	This course prepares students for the challenge of macro-level working relationships. Students gain an understanding of the functioning of people within organizations and communities and the groups that compose them. Applying a social psychological perspective to group dynamics, utilizing an ecological and interactionist framework for studying human behavior in a macro setting. Students also learn to infuse the empowerment perspective within an ecosystem framework. The student will explore matters pertaining to globalization with attention to the social environment and environmental justice, as applied to the interrelationship between nature and society. The relationship between spiritual concepts, the natural realm, and the inclusion of restorative justice and human rights are also discussed.
SWRK 425	Field Education Block	6	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework in a supervised generalist practice placement within the community. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.
SWRK 430	Social Work, Welfare, and Policy: Connections	3	Social work practice integrates social welfare theories with policy analysis in the context of a wide range of settings. Implicit in the social work approach is the commitment to economic and social justice. Students learn how to leverage their integrated approaches to affect the high level of interdisciplinary practice they must perform.

SWRK 460	Integration of Social Work	3	This course provides a comprehensive review and synthesis of all social work content areas within the generalist framework, including ethics, critical thinking, diversity, human rights, social and economic justice, research, policy, and practice.
SWRK 470	Social Work Capstone and Portfolio	3	This course is the culmination of students' undergraduate work, a full integration of knowledge, skills, language, and practice exemplary of a social worker prepared to enter the workforce as a general practitioner. The capstone is an individual project that demonstrates the student's readiness for matriculation, which signifies that the student can manage the demands of client work, continuing education, all the ethical and legal standards involved, self-care, advocacy, and basic research and evaluation.
TCH 501	Teaching Methods: Elementary Art	3	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
TCH 502	Teaching Methods: Elementary Language Arts	3	This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

TCH 503	Teaching Methods: Elementary Mathematics	3	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.
TCH 504	Teaching Methods: Elementary Science	3	This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.
TCH 505	Teaching Methods: Elementary Social Studies	3	This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
TCH 510	Secondary Teaching Methods	3	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.

TCH 511	Teaching Methods: Secondary Art	3	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management, and using technology in the art classroom are also explored.
TCH 513	Teaching Methods: Secondary Mathematics	3	This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.
TCH 514	Teaching Methods: Secondary Science	3	This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
TCH 515	Teaching Methods: Secondary History/Social Studies	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

TCH 533	Teaching Methods: Mathematics Assessment	3	This course promotes the understanding of theories guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop, and evaluate assessment tools aligned to Common Core State Standards in the K-8 mathematics classroom. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive, and supportive feedback serves as a meaningful instructional tool for students.
TCH 543	Teaching Methods: Remedial Mathematics	3	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.
TECH 510	Using Apps in the Classroom	1	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.
TECH 511	Using Google Tools in the Classroom	1	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.

TECH 519	Using Social Media in the Classroom	2	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.
TECH 520	Multimedia for Educators	2	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.
TECH 522	Technology Integration for Educators	3	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student-centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.
TECH 524	Technology Survival for Educators	3	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.

TECH 525	Becoming a Connected Educator	3	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.
TESOL 570	Foundations of Instruction	3	This course is designed to introduce participants to the history, law, and theory of education for English language learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education. Participants also develop programs, instruction, and materials for English language learners. Issues associated with the interdependent relationship between teaching and assessments are also addressed.
TESOL 571	Instructional Techniques and Methods	3	This course prepares K-12 educators to use effective instructional techniques, methodology, and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education, and parental involvement as related to English language learners are also explored.
TESOL 572	Assessment	3	This course provides K-12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing, and program interventions. Communication principles and the role of parents as related to assessment are also explored.

TESOL 573	Applied Linguistics	3	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology, and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 574	Cross-Cultural Communication	3	This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity, and technology as related to cross-cultural communication are also addressed.
TESOL 575	Teaching Reading and Writing	3	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.
TEST 105	Test Course Only 105	3.76	Test Course Only 105

TEST 888	Test Title	3	This course is a study in Java™ programming. It covers topics around Java™ building blocks, operators, core APIs, methods and exceptions. These topics are closely aligned with Oracle® Certified Associate Java™ SE examination.
TPA 100	TPA Planning and Instruction	1	This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on Task 1 of the edTPA final project, which addresses requirements and expectations for edTPA, academic language, and planning instruction.
TPA 200	TPA Instruction and Assessment	1	This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on understanding the edTPA process and Tasks 2, 3, and 4 of the edTPA final project, which addresses teaching planned lessons, assessment, and evaluation.
VCT 231	Video Communication Fundamentals	3	This course introduces the tools and techniques used in video postproduction. This includes examining postproduction workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.

VCT 236	Introduction to Image Editing and Formatting	3	This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.
VCT 241	Electronic Publishing Fundamentals	3	This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.
VCT 251	Graphic Design and Illustration Fundamentals	3	This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.
VCT 305	Digital Design	3	This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various media; including print, video, web, and mobile platforms.

VCT 330	Image Editing with Photoshop	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop® CC™ certification exam. Topics include: Photoshop® fundamentals; using Adobe® Bridge; using Camera Raw; editing images; using selections, layers, filters, vector tools, and adjustments; and outputting for web and print.
VCT 360	Electronic Publishing with InDesign	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CC certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.
VCT 390	Video Communications with Premiere Pro	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.
WEB 240	Web Design Fundamentals	3	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language (HTML), scripting, and presentation technologies to create websites. Topics may include HTML5, Cascading Style Sheets (CSS), JavaScript, website hosting, site publication, site maintenance, and search engine optimization (SEO).

WEB 401	Web Development	3	This course covers topics such as designing dynamic web pages and an introduction to Java™ and Java applets. Emphasis is placed upon the appropriate use of web programming tools.
WEB 407	Advanced Web Development	3	This course focuses on existing and emerging web development technologies. Topics include specialized web markup languages, server-side backend databases, server-side programming, web services, enterprise web development, and web applications.
WEB 436	Mobile Commerce	3	This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics, and emerging technologies.
WEB 437	Web Commercialization	3	Successful commercialization of any technology requires not only a good technical understanding, but also a basic foundation that covers bringing the product to market by first developing a solid business plan. Topics of this course include strategy and e-commerce planning, e-commerce tools and techniques, marketing strategies, analytics and security.

WRIT 310	Creative Writing: Personal Essays and Creative Non-Fiction	3	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 320	Advanced Composition for the English Major	3	This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.
WRIT 350	Writing for Social Media	3	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.

2020-2021
UNIVERSITY OF PHOENIX

BAY AREA REGION
ACADEMIC CATALOG
Volume 54

July 1, 2020 through June 30, 2021 catalog

With Updates Added:

June 1, 2021

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

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

Dr. John G. Sperling
Founder

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

California Campuses

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

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

Metropolitan Area Name	Range: One Bedroom - Four Bedroom
San Francisco, CA	\$2,923 - 4,970
San Jose - Sunnyvale - Santa Clara, CA	\$2,558 - 4,593

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

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

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

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

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported Clery Act crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes information on the sex offender registry, institutional policies and programs concerning alcohol and other drugs, crime prevention measures, the reporting of crimes, sexual assault, domestic violence, dating violence, stalking and other related matters. The annual security report is available at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report.pdf. If you'd like a paper copy of the report, please contact a Campus Safety Coordinator to request one.

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON JUNE 1, 2021

GENERAL POLICY UPDATES

- The Prior Learning Assessment Fees section was updated. (see ACADEMIC POLICIES)
- The Rescinding Academic Credentials section was updated. (see ACADEMIC POLICIES)
- The Academic Forgiveness section was updated. (see ACADEMIC POLICIES)
- The Forms section was updated. (see UNIVERSITY POLICIES)
- The Academic Program Re-Entry section was updated. (see UNIVERSITY POLICIES)
- The Letter Request section was updated. (see UNIVERSITY POLICIES)
- The Consumer Information section was updated. (see CONSUMER INFORMATION)
- The Dispute Resolution Policy and Procedures section was updated. (see STUDENTS' RIGHTS AND RESPONSIBILITIES)
- The Facilities section was updated. (see FACILITIES)
- The Tuition and Fees section was updated. (see TUITION AND FEES)

PROGRAM POLICY UPDATES

- The Academic Progression Requirements section was updated. (see UNDERGRADUATE PROGRAMS)
- The Admissions Appeal Process for Expelled Students section was updated. (see UNDERGRADUATE PROGRAMS and GRADUATE PROGRAMS)
- The Program Student Learning Outcomes were updated for the BSHA and BSHM. (see UNDERGRADUATE PROGRAMS - COLLEGE OF HEALTH PROFESSIONS)
- The Program Student Learning Outcomes were updated for the MHA, MHA/INF, and MHA/HCP. (see GRADUATE PROGRAMS - COLLEGE OF HEALTH PROFESSIONS)

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UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

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

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

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

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

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

Sperling's research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of

Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students. In fact, the majority (74 percent) of all college enrollees have at least one "non-traditional" characteristic, like having one or more dependents or is employed full-time. This focus informs the University's teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners.

Over the past 44 years, the University of Phoenix has been cause-driven working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling's predictions concerning the innovations higher education would be required to make have come to pass.

Today, roughly 80 percent of part-time undergraduate students and 43 percent of full-time undergraduate students are employed, and approximately one quarter of all students have dependent children. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

Official School Colors

University of Phoenix Official School Colors are University of Phoenix Red and University of Phoenix Platinum.

These are custom colors and proprietary to the University.

Ownership Information

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

Our Mission Statement

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

Our Purpose

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

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

Accreditation and Affiliations

Institutional Accreditation

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

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1411

Phone: 800.621.7440 | 312.263.0456 | Fax: 312.263.7462
<http://hlcommission.org>

Program Accreditation

College of Business and Information Technology and Business Programs

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

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

For additional information, visit acbsp.org.

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

College of Nursing Programs

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

College of Education and Education Programs

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

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

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

- Master of Arts in Education/Special Education

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

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

**These programs are not available for new enrollment.*

For additional information, visit caepnet.org.

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

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona and California. Individual programs vary by state, and not all programs are available at all locations or in both online and local campus modalities.

College of Social and Behavioral Sciences and Counseling Programs

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

For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
(703) 535-5990

The Master of Science in Counseling/School Counseling at Utah Campus program is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

For additional information, please visit caepnet.org.

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

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, National Association of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Pacific Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of

Nursing, National League for Nursing, the National Board for Certified Counselors, the National Association for Foreign Student Admissions, Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non-Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.

Bachelor of Science in Social Work (BSSW) achieved candidacy for accreditation by the Council on Social Work

Education's (CSWE) Commission on Accreditation in 2017. Candidacy for a baccalaureate social work program by the CSWE's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain candidacy in or after the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains initial accreditation (CSWE, 2019, FAQ). Candidacy is a multi-year process, and attaining candidacy does not guarantee that a program will eventually attain initial accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Academic Programs, Facilities and Instructional Personnel Information

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

Academic Programs

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

Academic Program Improvement

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

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the students,

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

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

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

Academic Programs

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

University Library

The University of Phoenix Approach to Library Services

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

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

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

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

What is in the University Library?

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

Getting Started with the University Library

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

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

Electronic Reserve Readings

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

Additional Resources for Help

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available in the University Library. Specific timelines and rules apply to this service.
- Resource recommendations by subject can be found by utilizing our Subject Guides on the library homepage.
- The FAQs on the homepage of the University Library contain in-depth answers to "Frequently Asked Questions" received by the library.
- The Research Databases (<https://library.phoenix.edu/az.php?>) section provides detailed information on the library's collection.

How to Contact the University Library

Student Technical Support 1-877-832-4867

Email library@phoenix.edu

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

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the our Research Database link on the library's main page.

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

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

Active Learning

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

Collaboration

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

Emphasis on Application and Relevance

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

University Learning Goals

The University's faculty leadership, in collaboration with consultants from the National Center for Higher Education Management Systems, has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:

- Professional Competence and Values
- Critical Thinking and Problem Solving
- Communication
- Digital Fluency
- Collaboration

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

Curriculum

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

Awarding Credit Hours

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

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

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

University of Phoenix College Credit Bearing Course Recommendations

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

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

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

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

Degree Level & Minimum Total Semester Credits:

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

Access and Convenience of Time and Place

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

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

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

Program Format

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

Class Size

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

Learning Teams

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

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

Technology Enhanced Courses

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

Faculty

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

Employee Screening

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

Student Technology Recommendations and Competencies

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

Technology Recommendations

Hardware and Peripherals

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

- A processor of 1.2 GHz or faster
- 4 GB RAM or greater
- A high speed internet connection with a connection speed of 1.5 MB/s or better.
 - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials.
 - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
- Monitor and video card with 1024x768 or greater resolution
- Keyboard and Mouse is recommended
- Speakers/Headphones and Microphone
 - A noise-cancelling headset is recommended.
 - Public access computers may not permit usage of speakers, headphones or microphones.
- A web camera capable of video web conferencing
 - Public access computers may not permit usage of web cameras.

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

Software and Applications

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

Operating System

	Minimum	Recommended
Microsoft® Windows	Windows 8	Windows 10 or higher
Apple® Mac OS X	Mac OS X 10.10.5	Latest Version
Apple iOS	12	Latest Version
Android	8	Latest Version
Chrome OS	Not Supported	

Microsoft® Windows may be required for some technology courses.

Web Browser

Windows

Browser	Minimum	Recommended
Google® Chrome	63 or higher	Latest Version
Mozilla® Firefox	57 or higher	Latest Version
Internet Explorer	Not supported	Not supported
Microsoft® Edge	42 or higher	Latest Version

Mac OS X

Browser	Minimum	Recommended
Apple® Safari	12 or higher	Latest Version
Google® Chrome	63 or higher	Latest Version
Mozilla® Firefox	57 or higher	Latest Version

The University of Phoenix only supports the browsers listed above.

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

Additional Software

- Microsoft® Office 2013 or later for a personal computer (PC), Microsoft® Office 2016 or later for a Mac.

- An up to date installation of Adobe® Reader
- An up to date installation of the Adobe® Flash plug-in
- Local administrative privileges to operating system may be required to allow for installation of software and/or configure computer settings

- A current security suite application (updated regularly)

Some courses may require the purchase of additional software including

- Microsoft® Visio
- Microsoft® Project

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

Mobile Devices

Students are required to have reliable access to a PC or Mac but may use a mobile device such as a phone or tablet as a secondary means of access or Blackboard™ mobile app. Access, support, and functionality of University websites, classroom environment, or required course materials may be limited on mobile devices.

Computer Accessibility

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

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

Accessibility for Operating Systems

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

College Specific Requirements

College of Business and Information Technology

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

College of Education

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

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

College of Doctoral Studies

The College of Doctoral Studies requires that students bring a laptop computer that meets the above technology requirements to any/all physical residencies or classes.

MyPhoenix: Student Portal

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

Center for Writing Excellence: An online resource that includes tools to help students with organizing thoughts, formatting and citing papers, checking grammar, learning new language skills, and reinforcing forgotten concepts.

Center for Mathematics Excellence: An online resource that includes live math tutoring and virtual tools for building math confidence.

Library Support: Current students may use the University's Ask a Librarian service to email a staff librarian; responses are sent within six hours, including weekends. Online tutorials help students navigate individual library resources and the overall library site.

Life Resource Center: The Life Resource Center provides access to confidential and complementary services and resources related to life coaching and counseling, including webinars, podcasts, articles, and assessments. Certain services are available a limited number of times, but can be extended for a nominal fee.

PhoenixLink: A suite of career tools where students will find support for their career goals. Students can access career planning and readiness tools. Active degree- and certificate-seeking students can schedule a consultation with a certified career advisor. For details, visit phoenix.edu/career-services.html.

When students are admitted to a program, they are provided with all the information needed to connect to MyPhoenix. This electronic class environment is where assignments are turned in and exams are accessed. Each student's MyPhoenix login credentials are unique; students must not share their login credentials with anyone.

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

Discussions and participation during online class weeks are asynchronous, so there is no need to be online at a specific time during each online class week. Class discussions are private, limited to members of the class. University of Phoenix authorizes Deans and administrative staff and faculty in the Colleges, Directors of Academic Affairs, Campus Academic Directors and certain university administrators to review submissions to the electronic class environment and to assignment links to assist in the resolution of grade disputes, grievances, and charges of academic dishonesty, as well as to confirm and/or investigate other academic-related issues as necessary.

Classroom Recording Policy

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

- The recording is for personal academic use as part of the student's current course and occurs with the prior written consent of the faculty member teaching the class.
- If the recording is for use outside the current course, the student obtains the prior written consent of the faculty member and the FERPA consent of every student who is personally identifiable in the recording.
- If there is a documented University of Phoenix Disabilities Service Office or Title IX authorized accommodation requiring recording of specific parts of a class session.

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

- The recording is for sharing with students and school officials who are enrolled or participating in the current course in which such audio or video recording is made.
- If the recording is for use outside of the current course, the faculty member obtains the FERPA consent of every student who is personally identifiable in the recording.
- If there is a documented University of Phoenix Disabilities Service Office or Title IX authorized accommodation requiring recording of specific parts of a class session.

Unless a class recording is made with the appropriate authorization(s) as set forth herein it shall not be copied or shared with others, posted on a website to which others have access, or used or disseminated in any other manner.

Institutional Assessment Policy

A. Assessment is a shared responsibility among University of Phoenix (UOPX) academic leaders, faculty, and administrators. UOPX has created a University Assessment Committee (UAC), granted authority by the Provost. Its purpose is to support a systematic, sustainable assessment process that affords the University an opportunity to continuously improve teaching practice, student learning, and student services; strengthen the University's reputation; and enhance accountability and transparency among its students, faculty and community. UAC includes representation from the colleges (including faculty and administrators), academic affairs, student service and co-curricular areas, Center for Teaching and Learning, Accreditation and Regulatory Compliance, and academic operations.

Assessment of student learning at UOPX is divided between the colleges, Center for Teaching and Learning, and Assessment and Institutional Research. Assessment and Institutional Research ensures a consistent, systematic assessment process that all colleges follow. Faculty within the colleges have a significant role in the assessment of student learning outcomes and the continuous improvement of student learning.

- Assessment and Institutional Research responsibilities include:
 - Ensuring appropriate infrastructure to support assessment
 - Establishing sustainable assessment processes and requirements
 - Ensuring faculty have opportunities to engage in the assessment process

- Providing resources, support, and training for assessment activities
- College responsibilities include:
 - Using assessment results to improve program quality.
 - Providing leadership over assessment activities for their programs at local campuses and online
 - Ensuring compliance with regulatory, accreditor, and University assessment requirements
- Center for Teaching and Learning responsibilities include:
 - Developing assessments of student learning for use by faculty in the classroom
 - Following University assessment requirements
- Faculty responsibilities include:
 - Assessing individual student learning within the classroom
 - Assisting in programmatic assessment of student learning, when called upon
 - Serving as content experts and actively participating in assessment planning and processes (faculty subject matter experts and faculty assessment liaisons)

Each student service and co-curricular area is responsible for implementing assessment and is also supported by the Assessment and Institutional Research team within the Office of Institutional Effectiveness. The Assessment and Institutional Research team ensures a consistent, systematic assessment process at the University level that all student service and co-curricular areas follow. Staff have a significant role in assessment and continuous improvement of student services. (R1, R3)

- Assessment and Institutional Research responsibilities include:
 - Ensuring appropriate infrastructure to support assessment
 - Establishing assessment processes
 - Providing resources, support, and training for assessment activities
- Student service and co-curricular area responsibilities include:
 - Participating in University assessment efforts by:
 - Collaborating with Assessment and Institutional Research to develop specific assessment plans
 - Ensuring compliance with regulatory, accreditor, and University assessment requirements

Competency-Based Education Programs and Courses

Competency-Based Education (CBE) Programs: University of Phoenix CBE program offerings are credit-hour programs designed to provide prepared students with an opportunity to pursue a degree at a more accelerated pace and with more flexibility than a traditional program offering. CBE program offerings allow students to demonstrate the appropriate level of mastery of relevant core competencies as a means of earning credit toward a degree. The University's CBE program offerings include the designation "Competency-Based" in the official program name, and CBE courses include the designation "CB" in the course ID prefix.

CBE Courses: Students enrolled in a CBE program are enrolled in up to five courses concurrently. Each CBE course is 16 weeks in length. Each CBE course is made up of a cluster of competencies. Students must demonstrate an acceptable level of proficiency in each competency by completing a competency assessment. Students are allowed three attempts at a competency assessment, and must achieve a grade of ME (Met) or MA (Mastered) for each competency in a course in order to receive an overall passing grade of ME or MA for the course.

CBE Faculty: CBE programs follow the University's established Faculty Model. The Faculty Model provides the University with an experienced team of faculty who are involved in faculty governance and teaching activities. In addition, the University's teaching and learning model, Faculty Code of Conduct, curriculum management strategy, overarching educational philosophy, and faculty and student resources to support the teaching model are all integral components of the Faculty Model. Within the competency-based program, faculty motivate and guide students from orientation to graduation. Faculty will provide guidance and support in academic areas for their assigned students throughout the duration of students' programs.

Faculty are subject matter experts in the content area of the program. Faculty members are content experts in specific competency areas, and they use that expertise to guide students through learning activities to support their academic development. Associate faculty facilitate student learning through synchronous and asynchronous learning activities, assist students by providing academic resources and support for achieving each learning objective and competency to be mastered and to provide feedback to students on their learning. Faculty are trained in the use of assessment rubrics to insure reliability in the assessment of students' competencies.

CBE Academic Policies: Academic policies specific to CBE programs and courses (e.g., attendance, grades, academic standing) are found within the corresponding policies for traditional programs and courses.

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UNIVERSITY POLICIES

Academically Related Activities

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

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

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

Institutionally Scheduled Break

For all students, the University's winter institutionally scheduled break for the 2020/2021 award year is December 22, 2020 - January 3, 2021.

For students attending a local campus, one or more additional University institutionally scheduled break(s) may apply for University observed holidays for the 2020/2021 award year. For University observed holidays, a one week institutionally scheduled break will be placed on a student's academic record in the event that he/she is enrolled in a course that has been extended at a local campus due to a University observed holiday; the actual dates of the institutionally scheduled break will vary based upon the observed holiday. Currently the University observes the following additional holidays: Memorial Day, Fourth of July, Labor Day, Columbus Day, Thanksgiving Day and day following, Martin Luther King Jr. Day, President's Day, and Mardi Gras.

Course Attendance Policy

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

- Competency-Based Education (CBE): Students in a CBE course are required to post at least one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom in each course they are concurrently enrolled in, by the end of the second week in order to meet attendance requirements. CBE students who do not post in a course by the end of the second week will be dropped from that course.
 - Blackboard "Messages" and "Collaborate" interactions do not count towards course attendance.

- Academic Engagement Requirement: In addition to posting positive attendance for each course they are concurrently enrolled in, students in a CBE program must remain academically engaged. Academic engagement in a CBE program is achieved by having at least one academically related activity recorded (see Academically Related Activity policy) in at least one of the courses the student is concurrently enrolled in within their CBE program every 14 days, in alignment with the University's criteria for Active Full Time Enrollment Status. CBE students who have posted positive attendance but who go 15 days without any academically related activities in any one of their concurrently enrolled courses (without an institutionally scheduled break) will be removed from and receive W grades for all courses in which they are concurrently enrolled.
- Local Campus and In Person Residency: Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster.
 - Most local campus courses meet four hours per week.
 - Most in person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- Directed Study: Students must post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom during the scheduled class during the online week.
 - Blackboard "Messages" and "Collaborate" interactions do not count toward course attendance.
- FlexNet: Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during the online class weeks if they post one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on at least one day during the online week.
 - Blackboard "Messages" and "Collaborate" interactions do not count toward course attendance.
- Preceptorship Clinical Courses: Students enrolled in preceptorship courses are not required to meet classroom workshop attendance in person as they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member as documented on the attendance roster to record preceptorship progression. Students are responsible for notifying the faculty member prior to the start of the course workshop week if they are no longer engaging in required supervised clinical activity, and plan to withdraw from the course, to ensure attendance is recorded accurately.
- Counseling Residency Courses:
 - Online week: Students must post at least one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on at least one day during the online week.
 - Blackboard "Messages" and "Collaborate" interactions do not count toward course attendance.

- Three day residency: Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in person residency will receive a failing grade for the course.

Unexcused Absence Policy

Unexcused absences will result in an automatic "W" grade if students miss more than the maximum allowed absences. Students who miss equal to or less than the maximum allowed absences by the end of their course will receive a letter grade and will not be eligible to receive a "W". Refer to the chart below:

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

Students in CBE courses will be given an automatic W grade if they have posted at least one academically-related activity in the course, but have not exhausted all attempts at any competency assessments when either the course ends or when they have been withdrawn.

Students may submit a request for an excused absence prior to or after the missed week of attendance (for courses with a weekly attendance requirement), for one of the following reasons with supporting documentation

- Military deployment
 - Documentation can consist of military orders.
- Required military training
 - Documentation can consist of military training orders.
- Extreme serious illness or hospitalization of student or family member
 - Documentation can include a note from the doctor or release from the hospital. The documentation does not need to contain specifics of the medical condition and/or injury, etc
- Title IX - Pregnancy and Childbirth
 - A student must be excused for medically necessary absences due to pregnancy, pregnancy-related conditions or childbirth for as long as the doctor deems the absence(s) medically necessary.
 - Documentation can include a note from the doctor, release from the hospital, and any other documentation that would typically be required for other medically necessary absences.
- Death of a family member
 - Documentation can consist of a copy of the deceased's obituary.
- Jury Duty
 - Documentation can consist of a copy of the jury summons.
- Other extenuating circumstances

- Students may request an "E" excused absence based on extenuating circumstances, as approved by the University.
- Natural disaster, inclement weather, or emergency situations that require campus(es) to cancel classes.

Leave of Absence

- Students who need to take a formal break from their program must submit a signed, written request for a Leave of Absence (LOA) that includes the date and the reason for the request. All students actively enrolled in certificate and degree programs at the University are eligible to request a LOA.
- Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period, including approved LOA days that occur during a period of time when the student is subsequently withdrawn.
- A LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status, and the request is not due to unforeseen circumstances that occurred prior to the UW status.
- If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA will be denied.
- The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.
- Student must return to the same program of study in which they took the LOA.
- Student must return on the date designated as the Return Date on their LOA Request Form, or the student will be withdrawn from the University.

University Withdrawal

The University Withdrawal policy addresses a student's separation from the University and is applicable to all students enrolled in degree or certificate programs. Students may be officially, unofficially, or administratively withdrawn. When a student is withdrawn, the University records both a withdrawal effective date and a date of determination (the date when the University determined that the criteria for withdrawal was met).

- **Official Withdrawal:** Students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW).
 - The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.
 - The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal effective date or the date the student indicated in their notification to the University of his/her official withdrawal.
 - Students wishing to officially withdraw from the institution may complete the self-service Official Withdrawal automated process via the University student website.
 - Students who wish to rescind their intent to withdraw from the University must participate in an ARA after the effective date provided on the student's Official Withdrawal form.

- **Unofficial Withdrawal:** Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UW) after 14 days of consecutive nonattendance in an ARA determined from University attendance records.
 - The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence, is the last date of attendance in an ARA determined from University attendance records.
 - For a student who fails to return from an approved leave of absence, the University will review the student record on or after the approved LOA end date.
 - For a student who is unofficially withdrawn, the DOD is the 15th day after the last attendance at an academically related activity.
 - For a student who fails to return from an approved leave of absence, the DOD is the day after the student's approved LOA end date.
 - If a student is granted an extension in the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance in an ARA. During this time a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.
 - For a student who is granted an IX grade and does not post an ARA after the IX grade extension end date, the DOD is the day after the student's IX grade extension end date.
- **Administrative Withdrawal:** Students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals (AW).
 - The withdrawal date for students who are AW is the last date of academically attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.
 - The DOD for students who are AW from the University is the date the University decides to administratively withdraw the student.

Academic Program Re-Entry

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from their last recorded academically related activity.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within the program completion deadline, or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within the program completion deadline, based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current program version in their state or jurisdiction.

- Re-entry students who cannot complete their program within the program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry into an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enter a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Holiday Calendar

The University's holiday calendar is listed below.

2020-2021 Holiday Calendar

4th of July	July 3, 2020 - July 4, 2020
Labor Day	September 7, 2020
Thanksgiving	November 25, 2020 -November 29, 2020
Winter Break	December 22, 2020 - January 4, 2021
Martin Luther King Jr Day	January 18, 2021
President's Day	February 15, 2021
Good Friday	April 2, 2021
Easter	April 4, 2021
Memorial Day	May 31, 2021

Course Equivalencies

Equivalent courses are University approved courses that act as an acceptable alternative to a required course, as determined by the College, and may apply to a program in place of that required course. Courses must have substantially similar content, course objectives, and/or learning outcomes. Equivalencies are subject to change based on program update or College need. Equivalent courses must be at the same level or higher than the courses they are replacing and must have the same number of credit hours or higher.

Combination equivalencies are used when the content of two or more courses taken together are deemed to have substantially similar content, course objectives, and/or learning outcomes to the content of one course. Unless stated, when a combination of multiple courses is used to satisfy an equivalency with a course, the

excess credits from the combination may apply toward the Additional Liberal Arts, Interdisciplinary, and/or Elective requirements for the program.

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

When equivalent courses are completed, only the most recent course completed will be counted for credit and GPA calculations. Equivalent courses are subject to the minimum grade requirement for courses applicable to a student's program.

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

Course Cancellation

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

Directed Study

With approval of the campus director of academic affairs or designated appointee, students may complete College approved courses, as available, via directed study as outlined below:

- Undergraduate and graduate degree program enrollment: a maximum of 12 completed credits in the program.
- Doctoral degree program enrollment: a maximum of 21 credits via directed study.
- Credit-bearing certificate program enrollment consisting of four or more courses: a maximum of 3 completed credits in the program.
- Deployed active duty military students: a maximum of 15 completed credits per academic year upon providing official documentation of the deployment timeframe to their local campus.

As an exception to the program limits outlined in this policy, students in the following programs may complete college approved courses, as available, via directed study as outlined below:

- Master of Science in Counseling: a maximum of 9 credits toward a degree program upon approval by the program chair or designated appointee.
- Doctor of Nursing Practice: a maximum of 12 completed credits in the program upon approval of the Associate Dean or designated appointee.
- College of Doctoral Studies post master's certificates: a maximum of 9 completed credits in the program upon approval of the campus director of academic affairs or designated appointee.

Students enrolled in a CBE program cannot complete CBE courses via directed study.

Concurrent Enrollment

- Concurrent enrollment is defined as simultaneous enrollment in any two or more University courses. Students enrolled in courses outside the University are excluded from this definition. Courses will be considered concurrent when start and/or end dates overlap.
- Students enrolled in an undergraduate or graduate degree program may not enroll in more than two credit-bearing courses concurrently.
- Students enrolled in a competency-based education (CBE) program may be enrolled in up to five CBE courses concurrently. Each CBE program has a preferred sequence that divides required courses into groups of concurrent courses established by the applicable college. Students in a CBE program should be scheduled for a minimum of four courses concurrently, unless they have fewer than four courses remaining to complete their program requirements, or need to fulfill prerequisite requirements or the conditions of a negative academic status that necessitate the student take less than four courses in order to remediate the status.
- Non-degree students, who have successfully completed one course with the University, may enroll in up to three non-degree, credit-bearing courses concurrently.
- Concurrent enrollment in the first two courses is prohibited for all new students in degree-seeking programs, unless they are enrolled in a CBE program, and is prohibited during the Phoenix Success Series for students in Pathway B.

Multiple University Credentials

Students may earn multiple credentials from University of Phoenix (UOPX). The following policies apply:

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

Students may only earn one associate degree.

Students may not complete more than one degree program from the College of Doctoral Studies, with the exception of the Educational Specialist (EdS) program. EdS graduates may earn any doctoral degree in addition to their EdS credential.

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

Maximum Credit Limits

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

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

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

Course Credits

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

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

Student Identification

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

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

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

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

Name and Social Security Number Changes

The University requires documentation of legal name and social security number changes. The following primary forms of identification

will be accepted for a legal name change:

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

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

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

Letter Request

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

Directory information requests do not require a FERPA Release form.

A FERPA release is required if a letter containing non-directory information is to be faxed, mailed, or sent by encrypted email to a third party.

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

A FERPA release is not required for students who call the Admissions and Records Service Center directly, successfully complete the Student Verification Process, and request non-directory information to be sent to themselves provided the fax number, mailing address, or email address is on the official student record. A FERPA release is also not required for letters sent to the Letter Center in the student portal because this requires an individual user ID and password.

The Registrar's Office is unable to provide letters of recommendation or assist with scholarship letters or scholarship nominations. Students may ask their faculty members to provide a recommendation for them, but granting such requests is at the faculty's discretion.

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

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

Forms

The University Registrar's Office processes forms requiring a school official's signature, coordinating with other departments to provide information as needed.

University of Phoenix may not be able to complete certain forms or accommodate certain form requests.

Directory information requests do not require a FERPA Release form.

A FERPA release is required if the form is to be faxed, mailed, or sent by encrypted email to a third party for non-directory information.

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

A FERPA release is not required for students who call the Admissions and Records Service Center directly, successfully complete the Student Verification Process, and request non-directory information to be sent to themselves provided the fax number, mailing address, or email address is on the official student record. A FERPA release is also not required for forms sent to the Letter Center in the student portal because this requires an individual user ID and password.

Students may call the National Student Clearinghouse (NSC) at (703)742-4200 to verify their enrollment information has been sent to the student's lender, or to request that the Clearinghouse resend the information to the student's lender. The University of Phoenix OPE-ID code is 020988.

Record Maintenance

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

Course Audit Policy

With approval of a Director of Academic Affairs or designated appointee, students may register for and audit University courses. Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member.

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

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

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

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

Servicemember Readmission

The Higher Education Opportunity Act (HEOA) provides that an institution may not deny admission or readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and National Guard or Reserve duty for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

- The Servicemember Readmission policy will also apply to servicemembers as defined in section A that are temporarily unable to attend class for between 15-30 days due to a military service obligation.

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

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advanced verbal or written notice to Student Services as far in advance as reasonable under the circumstances of the student's upcoming service obligation. No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g. a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate University representative will meet the notice requirements by submitting, at the time the student seeks readmission, documentation (e.g., deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.
- The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services cannot exceed five years.
- The student must give oral or written notice of intent to return to the University within three years after the completion of the period of service.
 - A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the University within two years after the end of the period needed for recovery from the illness or injury.

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

A student's eligibility for readmission under this policy terminates upon the occurrence of any of the following events:

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

Provided students meet the readmission criteria, the University must promptly readmit students to their program by assisting them in enrolling in the next available class or classes in their program unless they request a later date of readmission or unusual circumstances require the University to admit them at a later date. Unusual circumstances may include the length of any necessary retraining or intervening changes in the circumstances of the University.

When providing readmission to a servicemember, the University must readmit the servicemember with the same academic status as when the student was last admitted. This includes those students who were admitted but did not attend because of service in the

uniformed services. The student will be enrolled with the same academic status as long as the University admits the student under the following conditions:

- The student is admitted to the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar, unless the student requests or agrees to enroll into a different program.
- The student is admitted with the same enrollment status that the student last held, unless the student requests or agrees to admission with different enrollment status.
- The student is admitted with the same number of credit hours completed previously, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.
- The student is admitted with the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.
- If the student is readmitted to the same program, for the first academic year in which the student returns, the student will be assessed:
 - The tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution; or
 - Up to the amount of tuition and fee charges that other students in the program are assessed for that academic year, if veterans' education benefits, or other servicemember education benefits, will pay the amount in excess of the tuition and fee charges assessed for the academic year in which the student left the institution; or
- If a student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the student will be charged no more than the institutional charges that other students in the program are assessed for that academic year.

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

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

Military Deployment

University of Phoenix supports the educational needs of servicemember students who are temporarily unable to attend class due to military service obligations.

When students learn they will be temporarily unable to attend class due to military service obligations, students must notify their academic representative and their faculty member either orally or in writing. In order for the University to provide accommodation(s), students must provide documents sufficient to show the student has a military service obligation.

No advance notice by the student is required if giving of such notice is prohibited by military requirements (e.g. a mission, operation, exercise, or requirement that is classified, or a pending or

ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate University representative, will meet the notice requirements by submitting, at the time the student seeks re-admission, signed documentation (e.g. deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.

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

If the student is enrolled in a course at the time of their military service obligation and would like an opportunity to complete the course in which they are currently enrolled, there are four accommodations which may be used to support the student:

- Excused absences may be granted in accordance with the Excused Absence policy. The University will use discretion and take such action only if the excused absences would benefit the student.
- Allow the student additional time to complete assignments missed due to military service obligation.
- Any points which would normally be deducted for lost participation should be removed from the calculation of the student's final grade for the affected period.
- An Incomplete (I) grade will be issued instead of a Withdrawal (W) grade. The I grade may be issued with an initial extension of six weeks beyond the traditional five-week extension (for a total of 11 weeks). No grading penalties will be applied to students who receive an I grade for military service obligations.

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

Students who will be temporarily unable to attend class due to military service obligations are advised to contact Student Financial Services regarding the status of their account and/or financial aid.

- If documentation is provided at the time of the military service obligation, Student Financial Services will review the student's account and if it is determined to be applicable, will place the student in Military Forbearance status and/or on a Leave of Absence. Military Forbearance status ensures students do not continue to incur tuition charges and that current tuition charges are placed on hold for payment until the student returns from deployment.

In the event the student wishes to re-enter their program following their military service obligation, the University's Servicemember Readmission policy may apply.

Transient Student Policy

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

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

Students attending the University as transient students:

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

Preferred Transfer Institution Policy Exceptions

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

Acceptable Transfer Activity

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

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

To evaluate previously completed transfer activity, the University must receive transcripts, mark sheets, and documents that are originals from the issuing institution. Documents from Canada or the United States and its territories must be submitted in a sealed envelope or via an approved alternative means such as fax, Escip, or EDI directly to the University of Phoenix (UOPX). All transcripts that state "issued to the student" are not considered official and will not be used for evaluation

Applicants with academic records from colleges or universities in other countries: The University will accept copies of academic

records issued from international institutions with no time of issue limitations. If official academic records are received directly from the institution in a sealed envelope, no verification will be required. Students with international credentials will be placed on an admission status of RI (Applicant International Credentials) until either the verification or official document is received from the issuing institution.

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Evaluation of Transfer Activity

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

1. Credit-bearing coursework in which students earn a minimum grade of "C-" or grades of credit, pass, or satisfactory may be accepted towards students' degree requirements.
2. Acceptable transfer activities will be transferred as semester hour credit.
3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.
4. Credit is transferred by course level (i.e., lower division, upper division, graduate, doctoral) as awarded by the issuing institution.
5. Physical Education activity credits are limited to four credits.
6. Application of transferable credit, and limitations on transferability of credit, are determined by program requirements and by state or jurisdiction.

Specific regulatory requirements regarding credit application limits are listed in the table below and apply to residents and non-residents attending a UOPX ground campus located in a restricted state, regardless of modality of study (unless otherwise stated in the table below). Use this table for the given states only.

Credit Application Limits Effective 4/1/2020:

State	Total Credit Awards	Areas Restricted
California Residents (Local Campuses)	<p>30 for bachelor's programs (no more than 15 of the first 60 credits or 15 of the second 60 credits can be awarded for experiential learning).</p> <p>15 for associate programs</p> <p>6 for graduate programs (up to 30 credits in length)</p> <p>9 for graduate programs (over 30 credits in length with no more than 3 credits awarded for courses with more than 31 credits.)</p>	<ul style="list-style-type: none"> National Testing Programs- Including A.C.E. evaluated military or workforce training activities (e.g. StraighterLine, Sophia Learning, Study.com) Portfolio Assessments Experiential Journals

Coursework earned in the following ways will not be accepted in direct transfer towards University program requirements:

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

Associate degree transfer policy: Students transferring to University of Phoenix (UOPX) into an undergraduate bachelor's degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HST, BSCYB, and BSIT (all concentrations)) with a previously completed Associate of Arts degree from an institution with ACCJC, HLC, MSCHE, NEASC-CTCI, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, will be considered as satisfying the lower division elective and general education requirements making the student required course of study ready at UOPX. Students using this policy will still need to meet all prerequisite or specific content requirements as outlined in the Academic Progression and General Education

Requirements policy sections for their chosen program. For students using this policy, credits applied towards the UOPX degree program may not exceed the amount of credits earned for the previously completed Associate of Arts degree.

California block transfer policy: Students transferring to UOPX into an undergraduate bachelor's degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HST, BSCYB, and BSIT (all concentrations) or students residing in Arkansas, Nevada, Oregon, or Puerto Rico) with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a California college or university with ACCJC, HLC, MSCHE, NEASC-CTCI, NECHE, NWCCU, SACSCOC, or WSCUC accreditation will be considered as satisfying the general education liberal arts component for their degree program. Students using this policy will still need to meet all prerequisite or specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.

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

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

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

Reverse Transfer Agreements

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

With a reverse transfer agreement in place, University of Phoenix will notify the transfer agreement institution through the National Student Clearinghouse for students that have consented to the release of their records to a previously attended institution that also are meeting certain credit requirements that indicate the student may be eligible to earn an associate degree from the transfer institution.

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

Approved Institutional Accrediting Bodies for Transfer Activities and Admission Requirements

The University requires that transfer coursework, or previously completed degrees for admission or for waiving specified program requirements, be completed at institutions with accreditation that meets the standards appropriate to the specific University program requirement to be satisfied.

Transfer coursework or previously completed degrees must come from institutions accredited by one of the following institutional accrediting bodies. In some cases, the nature of the University program requirement to be satisfied requires that coursework or previously completed degrees come from an institution accredited by an institutional accrediting body from a more restrictive list. In such cases, the approved accrediting bodies will be specified in the program's policy.

- ACCJC - Accrediting Commission for Community and Junior Colleges
- HLC - Higher Learning Commission
- MSCHE - Middle States Commission on Higher Education
- NEASC-CTCI - New England Association of Schools and Colleges / Commission on Technical and Career Institutions
- NECHE - New England Commission of Higher Education
- NWCCU - Northwest Commission on Colleges and Universities
- SACSCOC - Southern Association of Colleges and Schools Commission on Colleges
- WSCUC - Western Senior College and University Commission
- AARTS - Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission
- ABHE - Association of Biblical Higher Education
- ABHES - Accrediting Bureau of Health Education Schools
- ACCSC - Accrediting Commission of Career Schools and Colleges
- ACCET - Accrediting Council for Continuing Education and Training
- ACICS - Accrediting Council for Independent Colleges and Schools
- ATS - Association of Theological Schools in the United States and Canada / Commission on Accrediting
- COE - Council on Occupational Education
- DEAC - Distance Education Accrediting Commission
- NACCAS - National Accrediting Commission of Career Arts & Sciences
- TRACS - Transnational Association of Christian Colleges & Schools / Accreditation Commission

Course Waivers

The University defines a course waiver as the substitution of a required course at the University with a course at the same level or higher listed on an official transcript from another institution, or another acceptable transfer activity.

- The University may apply course waivers based on evaluation of coursework completed as indicated on the student's official transcript(s).
- Students may request a course waiver through the Office of Admissions & Evaluation. An official catalog course description must accompany every course waiver request. An official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.
- Once evaluated and applied, course waivers may not be unapplied.

- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the Required Course of Study upon approval by the appropriate college or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The program policies for the student's program should be reviewed for program-specific course waiver policies.

Articulation Agreements

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

Corporate Agreements

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

Do Not Call Policies

- Consumers who are listed on the National or a State Do Not Call List may not be called for sales or solicitation purposes unless: (i) the consumer has provided Prior Express Written Consent to the University, or (ii) the call is a Manual Call, and an Established Business Relationship (EBR) exemption exists with the consumer.
- University of Phoenix may not send solicitous prerecorded voice messages to any consumer's wireline or wireless number without Prior Express Written Consent from a consumer and prior approval from Ethics and Compliance.
- Upon request, the University will provide consumers a copy of the DNC policy by emailing Office.ComplianceUOPX@phoenix.edu.

Institutional Review Board

- The University of Phoenix (UOPX) Institutional Review Board (IRB) will review all studies, pilot studies, institutional reliance or affiliation agreements, policies and legal/regulatory requirements that involve human subjects research before any study or sponsored or non-sponsored research begins. Research conducted using human subjects will be reviewed on a regular basis depending on the IRB decision rendered to ensure compliance with all federal and state laws. No researcher can begin collecting data before receiving IRB approval for the study.
- The IRB is expected to review a research study design presented by the researcher to determine risk to the human research subjects (including physical, psychological/emotional, social, social desirability, and economic risk) as there may be ethical issues that affect the rights and welfare of research participants.
- UOPX holds a Federal Wide Assurance filed with the US Department of Health and Human Services (FWA: 00004202) and maintains an IRB to assure that all UOPX research involving human subjects complies with federal human research regulations (45 CFR 46).

- The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the federal human research regulations (45 CFR 46), and guidance from the federal Office of Human Research Protections (OHRP).
- UOPX has charged the IRB with ensuring that all legal/regulatory and ethical codes are upheld for studies conducted by UOPX researchers at all institutional and non-institutional sites of this institution both domestic and foreign.
- All students, staff, faculty, and external researchers who are conducting human subject research under the auspices of UOPX are required to complete an IRB application and have this application reviewed before they begin any research activities involving human subjects. Researchers must complete human subjects' ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. CITI certifications must be renewed every two years while conducting research reviewed by the UOPX IRB.

Required Procedures: IRB Review, Research and Reports

- **IRB Review:** The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.
- **IRB Research:** The UOPX IRB provides annual oversight of studies that are determined to be of more than minimal risk to participants. In these cases, researchers are to file a Continuing Review of Research if the study has not been completed within the approval period set forth at initial review, which typically is one year from the initial decision. The IRB can decide that a shorter approval period is appropriate. Studies that are determined to be minimal risk or less than minimal risk are not given an expiration date after the initial exempt determination or approval. For those studies that require continuing review, the Continuing Review of Research form is found in the UOPX IRBNet system.

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

Research, Scholarship, and Surveys

General Research Policies

- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. To support faculty, student, and staff research efforts, the University provides an Office of Scholarship Support (OSS) and a series of Research Centers for researchers.
 - Research for purposes of this policy is defined as scholarly and scientific inquiry projects focused upon the collection and analysis of empirical data and facts.
 - Researchers are students, faculty, staff, or external constituents of UOPX who plan to systematically sample, collect, and analyze data for public dissemination.
- All researchers associated with or conducting research at UOPX must gain appropriate approvals prior to conducting research.

All research conducted by any student, faculty, or staff of UOPX is subject to Institutional Review Board (IRB) approval. The IRB is a federally required review of all research requests to determine:

- if the work is research,
 - if the research is on human subjects,
 - if human subjects are involved, the overall risks and if they are protected and treated fairly.
- Research taking place within or involving UOPX, where the subject of any proposed research is UOPX, must gain appropriate approvals prior to conducting research, regardless of the researcher(s)' affiliation.

The Committee on Research (COR) shall be responsible for the review and approval of any and all research and scholarship, for public dissemination, where UOPX is recognized as a subject. UOPX is considered a subject when the research study:

- samples students, faculty, and staff associated with UOPX
- involves requests that include UOPX records, data, or materials
- uses UOPX-associated systems, websites, and/or tools.

All researchers using UOPX as a subject for research require COR approval prior to UOPX IRB approval. IRB will not approve any UOPX focused studies without COR approval.

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

Required Procedures: Conducting Research on UOPX Students, Faculty, Staff or Data

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

California 30-Unit Option

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

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

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

BIO 290	4 credits
Anatomy and Physiology I	
BIO 291 ~	4 credits
Anatomy and Physiology II	
SCI 250	4 credits
Microbiology	
HCS 436	3 credits
Pathophysiology	
NSG 321	2 credits
Transition to Baccalaureate Nursing	
NSG 341	6 credits
Care of the Medical-Surgical Patient	
NSG 347	6 credits
Care of the Medical-Surgical Patient II	

NSG 436	4 credits
Care of the Maternal-Child Patient	
NSG 441	4 credits
Care of the Pediatric Patient	
NSG 411	4 credits
Care of the Mental Health Patient	
NSG 447	6 credits
Care of the Complex Medical- Surgical Patient	
NSG 471	4 credits
Nursing Leadership and Management	
NSG 481	2 credits
Influencing Nursing Practice	

COVID-19 Related Interim Policy Exceptions

As a result of measures taken by businesses, government agencies, and educational and healthcare institutions across the world to prevent the spread of the COVID-19 virus, University of Phoenix is allowing the following policy exceptions for students for the duration of time in which such measures continue to be in place, effective as of the week of 3/16/2020.

- **Course Attendance for Local Campus and In Person Residency:** During the local campus to online transition resulting from the University's response to the COVID-19 pandemic, positive attendance will be recorded for all local campus students who access the online Blackboard Collaborate session during the scheduled class time, as confirmed by session access recorded in Blackboard. Attendance will be recorded in the same manner while physical doctoral residencies are moved online.
- **Admission Requirements for Applicants to the California Master of Arts in Education, Elementary & Secondary Teacher Education Programs (MAED/TED-E & S 08CA):** For the duration of time in which fingerprinting station closures and stay-in-place/social distancing measures are in effect due to COVID-19, candidates will be admissible without their fingerprinting clearance and TB exam results. These requirements will be temporarily moved to the Level 2 Candidate Status deadline. Level 2 Candidate Status must be completed prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences.
- **Admission Requirements for Applicants to the Arizona Alternative Pathway Certificate Programs (CERT/AP-E AZ, CERT/AP-S AZ, CERT/AP-SE AZ):** Except for candidates in Georgia, for the duration of time in which fingerprinting station closures and stay-in-place/social distancing measures are in effect due to COVID-19, candidates will be admissible without their fingerprinting clearance and TB exam results. These requirements will be temporarily moved to be Academic Progression requirements. However, Georgia candidates must still meet their pre-service requirements as documented in the specific program policies.

- **Level 2 Candidacy Status Deadline Extension for BSSED/E, BSSED/ECH, MAED/TED-E AZ & CA, MAED/TED-S AZ & CA, and MAED/SPE Programs:** Except for candidates in Georgia, for the duration of time in which testing center and fingerprinting station closures are in effect due to COVID-19 response measures, students will not be required to meet Level 2 Candidate Status requirements until prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences. However, Georgia candidates must still meet their pre-service requirements as documented in the specific program policies.
- **Level 2 Candidacy Status Deadline Extension for the BSLS Program:** For the duration of time in which testing center and fingerprinting station closures are in effect due to COVID-19 response measures, students will not be required to meet Level 2 Candidate Status requirements until prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences.
- **College of Education Clinical Experience, Clinical Practice, Administrative Internships, Licensure Tests/Assessments:** Due to COVID-19, potential exceptions related to the number of hours/weeks of clinical experiences/clinical practice/administrative internships may be altered as permissible by State Departments of Education. Furthermore, given testing station closures and/or school's adoption of modified learning models (ie: synchronous/asynchronous distance/virtual instruction), exceptions may be made to testing and clinical requirements as permissible by State Departments of Education.
- **Leave of Absence (LOA) Requests:** LOA requests related to the COVID-19 pandemic will be treated as an unforeseen circumstance.
- **BSHS Field Experience Requirements Exception:** The field experience hours and related requirements for BSHS students may be altered or removed where circumstances related to COVID-19 prevention measures interfere with students' ability to meet those requirements.
- **College of Nursing MSN/FNP Immersive Residency Exception:** For the duration of time in which restrictions are in place due to COVID-19, the 5-day immersive experience (residency) during NRP/571 will be offered as a 3-day in person residency if the student chooses to complete the designated portion of the experience virtually.
- **College of Nursing FNP and MSN/FNP Clinical Hours:** For the duration of time in which restrictions are in place due to COVID-19, the clinical hours and related requirements for FNP and MSN/FNP students have been reduced to a minimum of 500 primary care hours.
- **Excused Absence without Documentation:** For the duration of time in which the aforementioned COVID-19 prevention and control measures are in place, the University will permit students in a degree or certificate program to receive an excused absence for any COVID-19 related reason without providing any supporting documentation, one time per program. This allowance is in addition to the existing exception to the University's Course Attendance policy allowing for one excused absence without supporting documentation per program.
- **Modality Change Exception:** For the duration of time in which the aforementioned COVID-19 prevention and control measures are in place, the University will permit local campus students to take up to seven consecutive courses via the online modality before they are required to sign a new Enrollment Agreement to be considered a permanent transfer to the online modality.
- **BSSW Field Experience Hours:** Due to COVID-19, potential exceptions, as permitted by state regulations and the Council on Social Work Education (CSWE), may be made related to the number of hours/weeks of field experience/internship required. Furthermore, exceptions may be made to "in-person contact" requirements where health and safety concerns exist, to include remote field activities that remain aligned with CSWE competencies and their concomitant behaviors.

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CONSUMER INFORMATION

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

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

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

Federal

U.S. Department of Education, Certificate of Eligibility

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

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

Institutional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (<https://www.hlcommission.org/>). Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission (HLC) and its predecessor. University of Phoenix obtained its most recent 10-year Reaffirmation of Accreditation in 2012-13. The HLC conducted an interim Comprehensive Evaluation in 2018, and the next Comprehensive Evaluation for Reaffirmation of Accreditation is scheduled for 2022.

Higher Learning Commission

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604-1411

Phone: 312.263.0456

800.621.7440

Fax: 312.263.7462

<https://www.hlcommission.org/>

For more information about University of Phoenix accreditations and licensures, please visit

https://www.phoenix.edu/about_us/accreditation.html

State and International Licensures

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

- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Florida Commission for Independent Education

- Georgia Nonpublic Postsecondary Education Commission
- Hawaii Post-secondary Education Authorization Program
- Illinois Board of Higher Education
- Nevada Department of Employment, Training and Rehabilitation: Employment Security Division, Commission on Postsecondary Education
- New Jersey Office of the Secretary of Higher Education
- Board of Governors for the University of North Carolina
- Texas Higher Education Coordinating Board
- Utah Department of Commerce, Division of Consumer Protection
- State Council of Higher Education for Virginia

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

Programmatic Accreditation

Business Accreditation

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

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

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

Accreditation Council for Business Schools and Programs

11520 West 119th Street

Overland Park, KS 66213

(913) 339-9356

Healthcare Accreditation

The Master of Health Administration (MHA) program is program-matically accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

Commission on Accreditation of Healthcare Management Education

P.O. Box 911
Spring house, PA 19444
(301) 298-1820

Nursing Accreditation

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

Counseling Accreditation

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah campuses is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP®). For additional information, please visit <https://www.cacrep.org/>.

Council for Accreditation of Counseling and Related Educational Programs

500 Montgomery Street, Suite 350
Alexandria, VA 22314
(703) 535-5990

The following program is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following program* is accredited at the Utah Campus:

- Master of Science in Counseling/School Counseling

**This program is not available for new enrollment.*

For additional information, visit <http://caepnet.org>.

Council for the Accreditation of Educator Preparation

1140 19th St NW, Suite 400
Washington, DC 20036

Education Accreditation

The following programs offered by the College of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following programs* are accredited at the Hawaii Campus:

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

The following programs* are accredited at the Utah Campus:

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

**These programs are not available for new enrollment.*

For additional information, visit <http://caepnet.org>.

Council for the Accreditation of Educator Preparation

1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agencies in Arizona and California. Individual programs vary by state, and not all programs are available at all locations or in both online and local campus modalities.

Additional Information

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

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

General Contact Information

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

Central Administration

4035 South Riverpoint Parkway
Phoenix, Arizona 85040-0723
800.366.9699

Online

University of Phoenix
4035 South Riverpoint Parkway
Phoenix, Arizona 85040-0723
866.766.0766

Admissions and Records Service Center

4025 S. Riverpoint Pkwy.
Mail Stop: CF-L308
Phoenix, AZ 85040-0723
800.866.3919
480.446.4600
ARSC@phoenix.edu

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

Faculty

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

To find a local campus, go to <https://www.phoenix.edu/campus-locations.html>. Faculty profiles can be found at <https://www.phoenix.edu/faculty.html>

Student Borrowing

During the period of time spanning September 1, 2019, through August 31, 2020, 57.4% of students enrolled received federal student loans.

Loan Default Rate

The University's loan default rate for Fiscal Year 2017 was 11.1 and the national average was 9.7.

The University's loan default rate for Fiscal Year 2016 was 12.3 and the national average was 10.1.

Average Federal Loan Borrowing

Annually, the University calculates the average federal loan borrowing by its students. For students who attended the University during the period July 1, 2019 to June 30, 2020, the average cumulative federal loan borrowing is displayed below. Your borrowing may be different.

	Subsidized and/or Unsubsidized Loans Only*	Grad PLUS Loans Only**	Subsidized, Unsubsidized, and/or Grad PLUS Loans***
Average Cumulative Federal Loans****	\$25,031	\$21,078	\$26,342
Standard Monthly Payment	\$264	\$246	\$278
Payment Period	120 months	120 months	120 months
Interest Rate*****	4.9%	7.1%	4.9%

*Includes borrowers who obtained only Subsidized, only Unsubsidized, or only Subsidized and Unsubsidized loans.

** Includes borrowers who obtained only Grad PLUS loans.

***Includes borrowers who obtained Subsidized, Unsubsidized, and/or Grad PLUS loans. Interest rate used represents the weighted average of the Grad PLUS and Subsidized/Unsubsidized rates based on the amounts borrowed.

****Includes all borrowers attending during 7/1/19 - 6/30/20. Loans represent disbursed loans, net of returns to lender, that were disbursed any time during the student's academic history at the University through 6/30/20.

*****Interest rates represent those in effect for loans disbursed during 7/1/19 - 6/30/20 and where necessary, were weighted based on the percentage of each type of loan if the rates varied. These rates may not be representative of the rates in effect for a student's individual loans borrowed.

Graduated Students

The table below includes all borrowers who completed a program in the respective credential level during the 2019-2020 federal award year and who obtained subsidized, unsubsidized and/or PLUS loans. Amounts represent the average subsidized, unsubsidized and PLUS loans disbursed. Loans are included as follows: associate degree completion - associate degree and undergraduate certificate loans; bachelor's degree completion - bachelor's degree, associate degree and undergraduate certificate loans; master's degree completion - master's degree and graduate certificate loans; doctoral degree completion - doctoral degree, master's degree and graduate certificate loans.

Average Graduated Student Debt

Undergraduate Certificate	\$7,604
Associate	\$19,051
Bachelors	\$35,463
Graduate Certificate	\$17,107
Graduate	\$34,269
Doctorate	\$80,680
Overall Average	\$32,168

Includes all borrowers who completed a program in the respective credential during the specified AY and who obtained Subsidized, Unsubsidized, and/or PLUS loans.

Loans are included as follows:

- Undergraduate certificate completion - undergraduate certificate loans only
- Associate degree completion - associate degree and undergraduate certificate loans
- Bachelor degree completion - bachelors degree, associate degree, and undergraduate certificate loans
- Graduate certificate completion - graduate certificate loans only
- Masters degree completion - masters degree and graduate certificate loans
- Doctoral degree completion - doctoral degree, masters degree, and graduate certificate loans

Amount represents the average Subsidized, Unsubsidized, and PLUS loans disbursed.

Graduation Rates

IPEDS Graduation Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes the cohort of first-time, full-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender, and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2014-2021 cohort and the percentages of those students who graduated within 150% by Aug 31, 2020.

The table below shows FTFT undergraduate students and is derived from the Integrated Postsecondary Education Data System (IPEDS) graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontraditional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans or neither type of aid during the 2014-2015 cohort year (Sept. 1 - Aug. 31).

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2014-2015 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	15,626	1,841	12%
Male	5,557	550	10%
Female	10,069	1,291	13%
Nonresident Alien	8	3	38%
Hispanic/Latino	1,325	219	17%
American Indian/Alaskan Native	49	6	12%
Asian	85	25	29%
Black or African American	3,215	292	9%
Native Hawaiian or Other Pacific Islander	109	11	10%
White	5,264	798	15%
Two or more races	568	79	14%
Race or Ethnicity Unknown	5,003	408	8%
Pell Grant Recipients	10,104	1,224	12%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	839	184	22%
Students who received neither Pell Grants nor Subsidized Stafford Loans	4,683	433	9%

*Excludes 30 students who became deceased after entering the cohort, but before they graduated.

Institutional Graduation Rate

The 150% institutional graduation rate reflects the percentage of University students in the cohort who had completed their program of study within 150% of the published length of the program. It includes students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort year represented in the chart below is FY17 for associate and master's, and FY13 for bachelor's.

Institutional Graduation Rate

Associates Institutional	25.5%
Bachelors Institutional	39.9%
Masters Institutional	46.3%
Blended Undergraduate Institutional	38.2%
Blended Associates, Bachelors, Masters Institutional	39.2%

Retention Rates

IPEDS Retention Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and/ or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution.

Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree- and/or certificate-seeking students from the previous fall who were still enrolled as of August 1st of the following year.

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2019 (8/1/2019 to 10/31/2019)*	1,904
Count of FTFT undergraduate students enrolled Fall 2019 (8/1/2019 to 10/31/2019) still enrolled as of 8/1/2020	624
Retention	32.8%

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

Current regulations require the institution to disclose its retention rate as reported to the Integrated Postsecondary Education Data System (IPEDS). The University's FTFT bachelor's retention rate reported to IPEDS is shown in the table below.

Retention Rates for FTFT Bachelors Students (IPEDS)

Count of FTFT bachelors students enrolled Fall 2019 (8/1/2019 to 10/31/2019)	960
Count of FTFT bachelors students enrolled Fall 2019 (8/1/2019 to 10/31/2019) still enrolled as of 8/1/2020	397
Retention	41.4%

Institutional Retention Rates

The University's institutional retention rates reflect the percentage of students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 - June 30). A student is deemed "retained" if he or she posted attendance in his or her fourth class within the following time frames: (i) associate, 175 days; (ii) bachelor's, 175 days; (iii) master's, 210 days.

Institutional Retention Rates

Associates Institutional	58.9%
Bachelors Institutional	72.0%
Masters Institutional	74.4%

Student Diversity

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the Integrated Postsecondary Education Data System (IPEDS). Data reported are for enrolled full-time students.

Table 1 represents all enrolled students from July 1, 2019, through June 30, 2020. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2019, through June 30, 2020, time frame are shown in Table 2.

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

	Total Enrolled	Percentage
Total Enrollment	153,742	100%
Male	48,268	31.4%
Female	105,474	68.6%
Nonresident Alien	467	0.3%
Hispanic/Latino	16,276	10.6%
American Indian or Alaskan Native	988	0.7%
Asian	2,440	1.6%
Black/African American	30,325	19.7%
Native Hawaiian or Other Pacific Islander	974	0.6%
White	40,021	26.0%
Two or more races	3,592	2.3%
Unknown	58,659	38.2%

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

	Total Enrolled	Percentage
Pell Grant Recipients	57,899	100%
Male	14,633	25.3%
Female	43,266	74.7%
Nonresident Alien	30	0.0%
Hispanic/Latino	6,371	11.0%
American Indian or Alaskan Native	407	0.7%

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

	Total Enrolled	Percentage
Pell Grant Recipients	57,899	100%
Asian	542	0.9%
Black/African American	13,555	23.4%
Native Hawaiian or Other Pacific Islander	329	0.6%
White	14,116	24.4%
Two or more races	1,606	2.8%
Unknown	20,943	36.2%

Note: information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2019, to June 30, 2020). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2019, to June 30, 2020 time frame.

Types of Education in Which Graduates Enroll

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

Approximately 24% of students who completed a bachelor's degree from University of Phoenix between July 1, 2019, and June 30, 2020, went on to enroll in a graduate or professional program. The most common programs students enrolled in are as follows:

- Business Administration and Management
- Healthcare Administration/Management
- Psychology
- Management Information Systems
- Mental Health Counseling

The data is derived from the IPEDS Completions Survey (July 1, 2019, to June 30, 2020, data) and the National Student Clearinghouse Student Tracker to identify enrollment in graduate programs as of December 31, 2020.

Working Alumni

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

University of Phoenix Alumni Employment by Industry*

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

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

Alumni Occupations

The following represents occupations of University of Phoenix alumni based on a survey completed in 2012 between Jan 25 and March 2 by 13,507 respondents:

University of Phoenix Alumni Occupation*

Engineer/Architect (including technology)	2%
Finance/Accountant	5%
Teacher/Educator/Education Administrator	10%
Sales/Marketing Representative	4%
Registered Nurse/Other Nursing Professional	6%
Executive/Manager/Administrator	9%
Operations/Production	6%
Technician/Technologist	4%
Other Health Professional	4%

Protective Services (Police, Fire, Security)	3%
Admin Support, Records/Data Processor	8%
Consultant	2%
Human Resources	2%
Psychologist, Counselor, Social Worker	2%
Business Owner	3%
Other	22%

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

Title II of Higher Education Act-Academic Year 2017-2018

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

To view these reports by state, please visit <https://title2.ed.gov/Public/Home.aspx>

Title II HEA Pass-Rate Information

Program completers achieved the following scores for academic year 2017-2018:

Arizona

Traditional Assessment Data

Professional knowledge — Elementary: 98%

Professional knowledge — Secondary: 100%

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

Aggregate professional knowledge: 99%

Aggregate content areas: 98%

Special populations: 96%

Alternative Assessment Data

Aggregate summary all tests: Fewer than 10 candidates, score not provided

California

Traditional Assessment Data

California basic educational skills test (CBEST): 100%

Reading instruction competence assessment (RICA) — Elementary only: 69%

Aggregate content areas: 99%

Alternative Assessment Data

California Basic Educational Skills Test (CBEST): 100%

Reading instruction competence assessment (RICA) - Elementary only: 100%

Aggregate content areas: 100%

Colorado

Aggregate summary all tests: 92%

Hawaii

Aggregate basic skills: 100%

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

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

Aggregate summary all tests: 100%

Indiana

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

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

Missouri

Aggregate academic knowledge: Fewer than 10 candidates, score not provided

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

Aggregate summary all tests, combined 3 academic years: 93%

Nevada

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

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

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

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

Aggregate summary all tests: 82%

New Mexico

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

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

Aggregate summary all tests, combined 3 academic years: 82%

Texas

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

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

Utah

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

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

Aggregate summary all tests, combined 3 academic years: 100%

Program Information for Academic Year 2017–2018

	AZ	CA	CO	HI	IN	MO	NM	NV	TX	UT
Number of students enrolled	6,256	930	46	64	7	4	30	61	4	8
Number of students in student teaching	509	164	13	17	1	2	7	13	1	6
Number of supervising faculty including part- and full-time	237	48	9	5	1	1	2	7	1	2
Student-to-faculty ratio for student teaching	2:1	3:1	1:1	3:1	1:1	2:1	3:1	2:1	1:1	3:1
Average hours per week in student teaching	40	40	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	12	12	16	16	14	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No	No	No

Federal Financial Aid Application Process

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

Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program. Admissions and program requirements vary by state.

Please refer to the Academic Catalog for state- and/or program-specific information at

<https://www.phoenix.edu/degrees/academic-catalog.html>

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

- Annual Student Loan Acknowledgment
- Federal Direct Loan Master Promissory Note (MPN)
- Entrance counseling

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

Referrals to the Office of Inspector General

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

Federal, State and Institutional Financial Aid Programs

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

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

General Eligibility Requirements

General eligibility requirements that must be met prior to a student receiving federal financial aid for most federal, state, and institutional funding are as follows:

- Must file a FAFSA for the current award year,
- Must be admitted as a degree-seeking student to a qualified undergraduate, post-baccalaureate, graduate, or eligible certificate program,
- Must be a U.S. citizen or eligible non-citizen,
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau)
- Must be registered with the Selective Service Administration, if required by law
- Must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program*

- Must be enrolled at least half time to be eligible for Direct Loan Program funds
- Must not be in default on any prior federal student loan
- Must be meeting the University's Financial Aid Satisfactory Academic Progress standards,
- Must submit all requested documents and those documents must not be found to limit the student's eligibility,
- Must not owe an overpayment on any federal financial aid grant or federal Direct Loan program funds,
- Must have a high school diploma or GED certificate, or pass a test approved by the U.S. Department of Education, or have completed a high school education in a home school setting approved under state law,

For additional eligibility requirements, visit

<https://studentaid.gov/understand-aid/eligibility/requirements>

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

Victims of Natural Disaster

If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as income for calculating the family's EFC. Students should contact their Finance Advisor for further information.

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

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

Students can receive the Federal Pell Grant for no more than 12

semesters or the equivalent: <https://studentaid.gov/understand-aid/types/grants/pell/calculate-eligibility>

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

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduate students pursuing their first bachelor's degree and demonstrating exceptional financial need. Federal Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for an FSEOG. The FSEOG does not have to be repaid.

For more detailed information on eligibility and how to apply for FSEOG, visit: <https://studentaid.gov/understand-aid/types/>

[grants/fseog](#)

Iraq and Afghanistan Service Grant (IASG)

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

- The student is pursuing a first bachelor's degree;
- The student is not eligible for a Federal Pell Grant on the basis of the student's Expected Family Contribution (EFC) but meets the remaining Federal Pell Grant Eligibility requirements; and
- At the time of the parent/guardian's death, the student was less than 24 years old enrolled at least part time at an institution of higher education

The maximum award of the IASG is equal to the maximum Federal Pell Grant that is available for the award year, but cannot exceed the student's cost of attendance when coordinated with the student's other financial aid awards. As required by the Budget Control Act of 2011 (the sequestration law), award amounts for any IASG that is first disbursed on or after October 1, 2020, and before October 1, 2021 must be reduced by 5.7 percent. This amount changes every year based on the Budget Control Act.

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

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

State Grant/Aid Programs

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

<https://www.phoenix.edu/campus-locations.html>

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

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

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

ARIZONA

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

OHIO

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

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

Ohio War Orphans Scholarship
Amber Brady
(614) 752-9528
<https://www.ohiohighered.org/ohio-war-orphans>

VERMONT

Vermont Student Assistance Corp (VSAC)
888.307.8722 | Burlington area 654.3765
<https://www.vvac.org>

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

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

Scholarships

The University of Phoenix website has a comprehensive scholarship section at https://www.phoenix.edu/tuition_and_financial_options/scholarships.html to aid students in their scholarship efforts. This website features scholarships offered by University of Phoenix, links to various external scholarships through iGrad, scholarship resources, tips, answers to frequently asked questions (FAQ) and more.

Federal Scholarships

Children of Fallen Heroes Scholarship

A Federal Pell Grant-Eligible student whose parent or guardian died in the line of duty while serving as a public safety officer is eligible, under the Children of Fallen Heroes Scholarship, to receive a maximum Federal Pell Grant award.

To qualify for this scholarship, a student must:

- Be otherwise eligible for the Federal Pell Grant;
- Have a Federal Pell Grant eligible EFC
- Be less than 24 years of age OR enrolled at an institution of higher education at the time of the parent or guardian's death

Definition of a public safety officer:

- Defined in section 1204 of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3796b):
- an individual serving a public agency in an official capacity, with or without compensation, as a law enforcement officer, as a firefighter, or as a chaplain;
- an employee of the Federal Emergency Management Agency who is performing official duties of the agency in an area, if those official duties-
 - are related to a major disaster or emergency that has been, or is later, declared to exist with respect to the area under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.); and
 - are determined by the director of the Federal Emergency Management Agency to be hazardous duties;
- an employee of a state, local, or tribal emergency management or civil defense agency who is performing official duties in cooperation with the Federal Emergency Management Agency in an area, if those official duties-
 - are related to a major disaster or emergency that has been, or is later, declared to exist with respect to the area under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.); and
 - are determined by the head of the agency to be hazardous duties; or
- a member of a rescue squad or ambulance crew who, as authorized or licensed by law and by the applicable agency or entity, is engaging in rescue activity or in the provision of emergency medical services.
- A fire police officer, defined as an individual who is serving in accordance with State or local law as an officially recognized or designated member of a legally organized public safety agency and provides scene security or directs traffic in response to any fire drill, fire call, or other fire, rescue, or police emergency, or at a planned special event.

Students who believe they qualify for this scholarship must notify the University's Student Financial Services at StudentFinancialServices@phoenix.edu or 888-346-8679 and provide any required documentation requested. The University will determine, based on the documentation submitted, whether or not the student meets the eligibility criteria

Institutional Scholarships

University of Phoenix offers a number of institutional scholarships to current or potential students. The University website, https://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html is updated regularly for institutional scholarships, qualifications and selection criteria as opportunities become available.

External Scholarships

External scholarships are available to the general public, which may include University of Phoenix students. Private outside entities develop and fund external scholarships. A student's eligibility for an external scholarship depends on qualifying requirements that vary from scholarship to scholarship as determined by the provider. We've worked with iGrad to provide a search tool with a list of many available national and local scholarships. Current students can access iGrad directly through the student portal. Prospective students can create an iGrad account at <https://phoenix.igrad.com/> to learn more.

University Tuition Adjustments

The University understands that from time to time a student may experience an unexpected financial hardship impacting his/her ability to pay a tuition and fee balance owed to the University. The University offers several programs to assist these students. These programs will have varied eligibility criteria and may require the student exhaust all other forms of federal financial aid including Federal Pell Grant and Direct Subsidized and Unsubsidized Loans. Students who are experiencing a financial hardship and wish to be considered for these programs should speak with their Financial Advisor.

Note: The University reserves the right to discontinue these programs without advance notice.

Loans

Federal Direct Loan (DL) Program

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

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

Direct Subsidized Loan Time Limitation Note: Federal regulations limit a first-time borrower's* eligibility for Direct Subsidized Loans to a period not to exceed 150% of the length of the borrower's educational program. Under certain conditions, first-time borrowers who have exceeded the 150% limit may lose the interest subsidy on outstanding Direct Subsidized Loans. For more detailed information on Direct Subsidized Loan Time Limitation, visit

<https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized#eligibility-time-limit>

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

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN), <https://studentaid.gov/app/launchMpn.action> and the Direct Loan Disclosure Statement

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/subUnsubHTMLPreview.action>, attached to the Master Promissory Note (MPN)

For more detailed information on eligibility and how to apply for the Federal Direct Loan Program, visit <https://studentaid.gov/understand-aid/types/loans>

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

Federal Direct PLUS Loan for Parent(s)

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

Terms and Conditions - Students whose parent(s) receive a PLUS Loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at <https://studentaid.gov/app/launchMpn.action>

Borrower's Rights and Responsibilities - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/mpnPlusHTMLPreview.action>, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for Direct Parent PLUS Loans, visit

<https://studentaid.gov/understand-aid/types/loans/plus>

Federal Direct PLUS Loan for Graduate and Professional Degree Students

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

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

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at <https://studentaid.gov/app/launchMpn.action>

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/mpnPlusHTMLPreview.action> attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more detailed information on eligibility and how to apply for the Direct PLUS Loan for Graduate and Professional students, visit <https://studentaid.gov/app/launchPLUS.action?plusType=graPlus>

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

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

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

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
1 Freshman	\$5,500 - No more than \$3,500 of this amount can be a subsidized loan	\$9,500 - No more than \$3,500 of this amount can be a subsidized loan	\$20,500 Unsubsidized Loan only.* The aggregate amounts for graduate students include loans for undergraduate study.
2 Sophomore	\$6,500 - No more than \$4,500 of this amount can be a subsidized loan	\$10,500 - No more than \$4,500 of this amount can be a subsidized loan	
3 & 4 Junior and Senior	\$7,500 - No more than \$5,500 of this amount can be a subsidized loan	\$12,500 - No more than \$5,500 of this amount can be a subsidized loan	
Maximum total loan debt (aggregate loan limits)	\$31,000 -No more than \$23,000 of this amount may be in subsidized loans	\$57,500 -No more than \$23,000 of this amount may be in subsidized loans	\$138,500 -No more than \$65,500 of this amount may be in subsidized loans. The aggregate amounts for graduate students include loans for undergraduate study.
Undergraduate certificate programs - Loan limits are based on the length of the program. For certificates that are less than an academic year, the \$9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. Students in undergraduate certificate programs that are greater than an academic year cannot borrow more than the Grade Level 1 loan limits for each academic year. Final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year): Loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.			

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

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, please visit

<https://studentaid.gov/edgov/types/loans/interest-rates>

Interest Rate Cap for Military Members

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

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

Prior Federal Loans and Financial Aid History

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

Private Student Loans

Private loans may be available for both students and parents who are not eligible for need-based federal financial aid or who want to supplement their federal and/or state financial aid. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. For debt management purposes, the University encourages applicants to first complete the federal financial aid application to determine eligibility for grants and federal direct loans and to borrow wisely, utilizing funding solely for direct educational expenses related to attendance at the University.

Students applying for a private loan are required to complete a Self-Certification form before the lender can disburse funds to the University. Students complete the form directly with the lender. However, the University may assist in completion of applicable sections of the form. If a student requests a self-certification form, the University will provide the written or electronic form developed by the Secretary. The lender determines eligibility and amounts are limited to the cost of attendance minus other aid, including discounts and any other resources received.

For more information on the difference between federal and private loans, please visit <http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/>

Financial Aid Awarding

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

Academic Year Requirements for Financial Aid Recipients

The University defines its academic year as follows:

- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.
- Associate programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time.
- Associate programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time.
- Bachelor's programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master's programs are a minimum of 24 credits and 48 weeks of instructional time.
- Competency Based Education (CBE) Programs are a minimum of 24 credits and 32 weeks of instructional time
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

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

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

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

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

Cost of Attendance

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

Cost of Attendance Components	Undergraduate Certificate***	Associate 9-Week	Associate 5-Week	Bachelor's Degree (non-CBE)	Graduate Certificate ****	Master's Degree (non-CBE)	Degree CBE	Doctoral Certificate	Doctoral Degree
Tuition*	\$8,274	\$9,480	\$9,480	\$9,336	\$12,294	\$15,600	\$7,200	\$12,150	\$19,368
rEsource Fees	\$1,197	\$1,368	\$1,368	\$1,368	\$1,170	\$1,560	-	\$1,020	\$1,632
Living Expense/ Loan Fees**	Total: \$7,857	Total: \$7,866	Total: \$8,740	Total: \$8,750	Total: \$7,893	Total: \$10,548	Total: \$7,016	Total: \$7,032	Total: \$10,512
Room and Board	\$5,265	\$5,265	\$5,850	\$5,850	\$5,265	\$7,020	\$4,680	\$4,680	\$7,020
Transportation/ Miscellaneous/ Personal care Expenses	\$2,556	\$2,556	\$2,840	\$2,840	\$2,556	\$3,408	\$2,272	\$2,272	\$3,408
Loan Fees	\$36	\$45	\$50	\$60	\$72	\$120	\$64	\$80	\$84
Annual COA	\$17,328	\$18,714	\$19,588	\$19,454	\$21,357	\$27,708	\$14,216	\$20,202	\$31,512

*The tuition component is based on a per credit weighted average for each credential level across the entire University

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

***The figures provided for undergraduate programs are illustrative and based on 21 credits.

****The figures provided for graduate certificate programs are illustrative and based on 18 credits

For detailed information regarding actual tuition fees for programs and locations, contact a finance advisor or visit the tuition and fees web page https://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html. For a list and definitions of all tuition and mandatory fees, including rEsource Fee, at the University, visit: <https://www.phoenix.edu/degrees/academic-catalog.html>

Grade-Level Determination

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

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

Undergraduate Grade-Level Determination

Grade Level	Credits Completed for Primary Program (Includes Transfer Credit)
GL 1 (freshman)	0-24
GL 2 (sophomore)	25-48
GL 3 (junior)	49-72
GL 4 (senior)	73+

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

Verification

A federal financial aid student may be selected for verification by the U.S. Department of Education Central Processing System (CPS). The CPS prints an asterisk next to the expected family contribution (EFC) on the Student Aid Report (SAR) or SAR Acknowledgement to identify the student has been selected for verification. The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications. For further information on the verification process and actions required, refer to the Verification Policy.

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis. Special circumstances will include conditions that differentiate an individual student from a whole class of students and those impacted by a federally declared major disaster, as defined in the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)).

The University will not accept professional judgments made for a student by another school but will independently review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education.

If a student wishes to request a professional judgment, the student should email Student Financial Services at StudentFinancialServices@phoenix.edu or speak over the phone at 1-888-346-8679.

The following are a few examples of when the University may make a professional judgment:

- elementary or secondary school tuition,
- medical or dental expenses not covered by insurance,
- nursing home expenses not covered by insurance,
- dependent care,
- childcare costs,
- a student who is a dislocated worker,
- the loss of employment of an independent student,
- cases where a family member is a dislocated worker,
- cases where a change in the student's housing status results in homelessness,
- recent unemployment of a family member whose income is included,
- other changes in the family's income, assets or a student's status,
- number of parents enrolled at least half-time in a degree, certificate, or other program leading to a recognized educational credential at an institution with a program participation agreement

NOTE: The use of professional judgment is neither limited to nor required in the situations mentioned above. The University will complete verification before exercising professional judgment for students who have been selected for verification.

Conflicting Information

The University must identify and resolve discrepancies in the information received from different sources that affect a student's eligibility for federal student aid. Some of these areas include but are not limited to:

- All student applications (e.g. Admissions Application, FAFSA, etc.)
- Need analysis documents received from ED (e.g., Institutional Student Information Records (ISIRs))
- Federal Tax Return Transcripts and copies of federal tax returns
- Information regarding a student's citizenship
- Previous educational experience (e.g., school credentials such as a high school diploma)
- Documentation of the student's Social Security Number (SSN)
- Late arriving aid from third party sources (see Other Resources section below)
- Other factors relating to the student's eligibility for Federal Student Aid Programs (e.g., compliance with the Selective Service registration requirement)

Other Resources

Students are required to disclose financial assistance (i.e., other resources) that will be paid by a third party on their behalf. Based on the type of other resource received, it may be considered estimated financial assistance (EFA). If it is considered EFA, it will be included in determining if the student's assistance exceeds the cost of attendance. For examples of other resources, please refer to the Packaging Philosophy Policy.

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

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

Satisfactory Academic Progress

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

Information regarding satisfactory academic progress for financial aid recipients can be found in the Federal Financial Aid Satisfactory Academic Progress (SAP) Policy.

Satisfactory Academic Progress for VA Education Benefits

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

Academic Probation

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

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

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

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

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

Academic Disqualification

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

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

Student Financial Responsibilities, Policies and Options

Student Financial Responsibilities

The University will invoice students for all courses and mandatory fees anticipated for a payment period, which represents half of the student's academic year. A payment period typically includes four courses. Students are responsible for ensuring all tuition and mandatory fees are paid, whether in attendance or not. Students can access account balances and student account information on the student portal. When a student is considered administratively, officially or unofficially withdrawn from his or her program, the University must determine how much federal financial aid funds were earned and return any unearned portion to the appropriate federal financial aid program(s). As a result, the withdrawn student may owe payment to the University or may be eligible to receive a refund.

Meeting Financial Plan Obligations

Students are subject to finance approval by Financial Services prior to enrolling in a course. Tuition, mandatory fees, and sales tax, if applicable, for each course must be paid according to the terms of the primary financial option indicated in the student's Financial Plan located on the student website. Students may not be allowed to attend courses if a payment is due or if paperwork is required. All necessary paperwork or payment arrangements should be resolved prior to the course deadline.

A student may be administratively withdrawn from the program for failure to make payment in accordance with the Student Responsibility to Pay Agreement. Students who are administratively withdrawn will not be permitted to attend a future course until the amount owed is paid in full or satisfactory payment arrangements are made. In addition, students are required to be in compliance with University financial policies before grades and transcripts will be issued or the degree awarded, unless otherwise required by law. If payment for tuition and electronic course materials fees is not received, the student may be withdrawn from the program and subjected to the collections process. The University reserves the right to refer your delinquent account to a 3rd party collection agency. All costs of collection, court costs and reasonable attorneys' fees may be added to delinquent accounts collected through third parties.

Tuition

Information regarding the University's tuition rates is published in the University's Academic Catalog's Tuition and Fees section.

Mandatory Fees

Information regarding the University's mandatory fees is published in the University's Academic Catalog's Tuition and Fees section.

State Tax

The University will collect sales tax on tuition, mandatory fees, digital goods or access to digit information as required by state law. Contact Student Financial Services for the current list of states requiring sale tax to be collected.

Financial Policies

Multiple-Tuition Discount Policy

The University offers various promotional offers which may have overlapping active periods. Students will receive all promotional offers for which they qualify per each promotions eligibility standards. There are some promotions which may not combine with other offers. If you have a question regarding not receiving promotional benefits for which you believe you qualify please contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 888.346.8679.

Payment Policies

Payments are accepted on the student portal at <http://my.phoenix.edu> by check, credit card or debit card Student Financial Services can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

University of Phoenix

Dept 880175
P.O. Box 29650
Phoenix, AZ 85038-9650

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

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

Tuition Refund Policy

Institutional

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

- Students who withdraw from a course prior to the start date will receive a 100% refund for that course.
- Students who have completed 60% or less of the course are eligible for a pro rata refund. The pro rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course. *
- The University does not refund tuition for any completed course.

When a student begins a program under Applicant (RR) status, pending the completion of the student admission file, and is subsequently denied admission, the student may be eligible for a full tuition refund. A request for such a refund must be made in writing to a Financial Advisor within 60 days of the denied admission.

Here is an illustrative example of a refund for a 5-week course at the University:

Weeks Attended	Refund for 5-Week Course
1 Week	80% Refund
2 Weeks	60% Refund
3 Weeks	40% Refund
4 Weeks	No Refund
5 Weeks	No Refund

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

Resource fees are nonrefundable, unless prohibited by law. A student who withdraws from a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within 180 days of the course's original start date.

State

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

Arizona

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

California

Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception: Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus services operations manager at the appropriate address listed below.

Refund administrative address for students attending any of the five California regions (Southern California, San Diego, Bay Area, Central Valley and Sacramento Valley):

University of Phoenix
3110 E Guasti Road
Ontario, CA 91761

Refund administrative address for California residents attending Online:

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

Georgia

Students in Georgia will have tuition refunded using the University Institutional Refund Policy in addition to:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they rescind their Enrollment Agreement, or withdraw, within 72 hours of signing.
- Students providing written notification of withdrawal prior to the first class session or who have been out of attendance for more than 14 days will receive a full refund of tuition and fees paid for the unattended course
- Refunds are paid within forty-five (45) days of a student's written request or official withdrawal
- A student who is out of attendance for more than 14 days is considered withdrawn from the course

Nevada

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

- If it is determined the University substantially failed to furnish the program agreed upon in the enrollment agreement, the University will refund to the student all the monies paid.
- If the student withdraws, or is expelled, after the start of the first class session and before the completion of more than 60% of the program, the institution shall refund to the student the tuition agreed upon in the enrollment agreement in accordance with the University's Institutional Refund Policy, minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- The University may retain any nonrefundable deposit paid to secure a position in the program upon acceptance.
- Refunds will be paid to the person who paid the tuition within 15 calendar days after one of the following, whichever is applicable:
 - The date of cancellation by a student of his or her enrollment
 - Termination by the University of the enrollment of the student
 - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
 - The last day of attendance of a student

- For purposes of this refund calculation, the period of attendance is measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.

Online

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

Financial Options

Understanding and choosing the right finance plan is critical to the successful completion of the student's selected program. University of Phoenix offers a number of finance plan options to assist student's in managing financial obligations. The University will invoice students for all courses and mandatory fees anticipated for a payment period, which represents half of the student's academic year. A payment period typically includes four courses. The student can utilize one or more of the plans listed below, depending on personal circumstances. For more detailed information regarding actual tuition and fees for programs and locations, please refer to the University's Academic Catalog or contact a finance advisor with any questions regarding financial options and scholarships.

Cash Plan

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

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

Federal Financial Aid Plan

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

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

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

Tuition Deferral Plan

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

Military Education Benefits

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

The University does not encourage or require a student using military Tuition Assistance benefits to pay his or her electronic course materials fee prior to attending class.

Employer Tuition Reimbursement

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

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

Third-Party Billing Plan

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

Approved Employer

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

American Indian Tribal Nation Education Benefits

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

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

Military Benefits

Veterans Education Benefits

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

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

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

Federal VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the VA can determine eligibility. For information, a student should contact a VA representative at 888 GI BILL 1 (888 442 4551) or review

<http://www.gibill.va.gov>

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

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

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

University of Phoenix does not participate in the VA education advanced payment program. More information about veterans benefits can be reviewed at https://www.phoenix.edu/colleges_divisions/military.html

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

Credit for Prior Education and Training

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

Please ensure all prior education transcripts and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University.

Academic credits earned for courses appearing on an official transcript from an accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation.

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

Students receiving Chapter 30, 32, 33, 35, 1606 and 1607 benefits while attending University of Phoenix North Carolina campuses are required to submit a copy of high school transcripts if they are transferring fewer than 24 credits to University of Phoenix from a previously attended postsecondary institution.

Students receiving Chapter 30, 32, 33, 35, 1606 and 1607 benefits while attending University of Phoenix Florida campuses are required to request and provide all prior transcripts for evaluation. In order to be certified for federal VA education benefits past two terms, all transcripts must be received.

Military Tuition Assistance

To obtain federal Military Tuition Assistance, visit your local installation education office or virtual education center to receive college counseling and develop an education plan. From that point, a student can submit a Military Tuition Assistance request; for more information, visit https://www.phoenix.edu/colleges_divisions/military/military-financial-options.html

A student can currently receive 100% of federal tuition assistance from military service, with a \$250 cap per semester hour. Annual tuition assistance limits are determined by each branch of service and are subject to change at any time. If a student wants to apply for Military Tuition Assistance, that student will need to submit a completed authorization form to a military advisor at least two weeks before a course start date.

VA Tuition Assistance Top-Up Benefit

Top-Up allows VA to pay the difference between what Tuition Assistance (TA) pays and the cost of the course. The law prohibits active-duty students from receiving regular Chapter 30 benefits and TA for the same course; however, VA students, to include National Guard and Reserve servicemembers who earned Chapter 30 benefits while on active duty, in receipt of TA may receive the Chapter 30 Top-

up benefit. Detailed information about Tuition Assistance Top-up and about applying for Top-up is available on the GI Bill® website, http://www.benefits.va.gov/gibill/tuition_assistance.asp

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

Unearned Tuition Assistance

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

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

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

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

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

Here is an illustrative example of a refund for a 5-week course at the University:

Weeks Attended	Refund for a 5-Week Course
1 Week	80% Returned
2 Weeks	60% Returned
3 Weeks	40% Returned
4 Weeks	No Return
5 Weeks	

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

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

Servicemember Readmission

Please refer to the Servicemember Readmission Policy in the University's Academic Catalog for further information on the readmissions of servicemembers.

Federal Financial Aid Counseling

Federal Direct Loan Entrance Counseling

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

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

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

Federal Direct Loan Exit Counseling

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

- An explanation of the use of a Master Promissory Note (MPN)
- The importance of repayment obligation
- A description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans

- Information on how a borrower's maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized deferment
- The impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions

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

Federal Loan Repayment

Federal Student Loan Deferments (Postponing Payments)

A deferment is a temporary postponement of payment on your federal student loan(s) that is allowed under certain conditions. Students may be eligible for a variety of deferment options including:

- In-school deferment
- Economic hardship deferment
- Cancer treatment deferment
- Graduate fellowship deferment
- Military service and post-active duty student deferment
- Parent PLUS borrower deferment
- Rehabilitation training deferment
- Unemployment deferment

For students enrolled at least half-time at the university, in-school deferment of federal loans is generally automatic based on enrollment reporting the university provides to the National Student Loan Data System (NSLDS) on a weekly basis. If you are enrolled at the university at least half-time and your federal loans are not automatically deferred, please contact your federal loan servicer and request a loan deferment form. Completed deferment forms may be submitted by fax: (480) 643-1000 or email: studentrecordsspecialists.inbox@phoenix.edu.

For all other deferment options, students should contact their federal loan servicer. More information on each deferment option may be viewed at <https://studentaid.gov/manage-loans/lower-payments/get-temporary-relief/deferment>.

Federal Student Loan Simulator

The Federal Student Loan Simulator is a tool that may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available.

For more information regarding loan payment plans and to simulate other repayment plan options please use the ED's loan simulator tool available at <https://studentaid.gov/loan-simulator/>.

Sample Standard Repayment Calculator Detail

Loan Amount	\$15,000
Interest Rate	2.8%
Repayment Summary	
Months in Repayment	120
Monthly Payment	\$143
Total Interest Payment	\$2,174
Total Loan Payment	\$17,174

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

Graduated Repayment Detail - 120 months starting at a payment of \$79 and a final monthly payment amount of \$237 Total interest paid would be \$2,688, for a total of \$17,688

Extended Repayment (Fixed or Graduated Plans) - Only available for loan amounts greater than \$30,000

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

Federal Student Loan Consolidation

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

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

When considering consolidation, it is important to consider the

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

More information regarding loan consolidation is located at <https://studentaid.gov/app/launchConsolidation.action>

Federal Student Loan Forgiveness, Cancellation and Discharge

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

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

Detailed information on these options is available at <https://studentaid.gov/manage-loans/forgiveness-cancellation>

Financial Aid Disbursements

Federal Funds

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

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

NOTE: Students enrolled in Competency Based Programs (CBE) at the University will receive their first disbursements after the third week of classes has begun to confirm enrollment (academic related activity) in all courses scheduled for the payment period.

Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Direct First-Time, First-Year Borrower	30 days after academic year or program start date	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Direct Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS	3 days after the academic year start date or 3 days after date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Grants		
Pell Grant Iraq Afghanistan Servicemembers Grant (IASG)	3 days from the academic year start date or 3 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Student Education Opportunity Grant (FSEOG)	3 days from the academic year start date or 3 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
State and Institutional Grants	Varies: Dependent on individual state requirements	Varies: Dependent on individual state requirements
Private Loans	Varies: Dependent on individual state requirements	Varies: Dependent on individual state requirements

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

Federal Financial Aid Book Voucher

Pell eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period and disbursed funds would create a federal financial aid credit balance. Student Financial Services will notify these students of the University's book voucher request process. If the student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period.

Students may opt out of this offer by not requesting the book voucher.

Federal Financial Aid Credit Balance

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

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

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

Cancellation of Federal Financial Aid

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

State Funds

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

Awarding Aid to Transfer Students

A student who enrolls in a program at the University who has an overlapping academic year (AY) with a prior program, either at the University or at another institution is referred to as a transfer student. An overlapping AY exists if the student begins a program at the University prior to the expiration of the student's prior AY. There are 3 types of transfers: external, internal, and advancing programs.

External Transfer Student

Student previously attended a program at an institution other than the University of Phoenix.

Internal Transfer Student

Student previously attended a program at the University of Phoenix but did not complete this program.

Advancing Program Student

Student previously attended a program at the University of Phoenix, completed this program, and began another program at the University.

For more information on the University's treatment and determination of federal financial aid eligibility for transfer students, please refer to the Awarding Aid to Transfer Students Policy.

Determining Enrollment at the University

Please refer to the Enrollment Status Policy in the University's Academic Catalog for further information on determining enrollment at the University.

Course Attendance Policy

Please refer to the Course Attendance Policy in the University's Academic Catalog for further information on course attendance.

Withdrawing from the University

Circumstances may necessitate withdrawal from the University. For further information on officially, unofficially or administratively withdrawing from the University, please see the University's Withdrawal Policy in the Academic Catalog. For information on tuition refunds, please see the Tuition Refund Policy.

Students who withdraw and are receiving federal student aid funds should refer to the Return of Title IV Policy found in the Financial Aid Policies Appendix for information regarding any impact to their federal student aid.

Leave of Absence

Any student wishing to request a Leave of Absence (LOA) should contact his or her academic counselor to discuss available options. The Leave of Absence request form can be completed by accessing the student portal. Refer to the University's Academic Leave of Absence Policy found in the University's Academic Catalog for further information.

Students who are granted an LOA and are receiving federal student aid funds should refer to the Leave of Absence Policy found in the Financial Aid Policies Appendix for information regarding any impact to their federal student aid.

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy Act

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

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

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

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

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

Education records are defined as all records, files, documents and materials that contain information directly related to a student, and maintained by an educational institution.

The following are not interpreted as education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others
- Records of the law enforcement unit of an educational institution
- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records
Exception: The Student Health Insurance Plan Enrollment/Acknowledgment form completed by local campus students in New Jersey is defined as an education record.
- Records created after the student is no longer a student; alumni records

Releasable Information - Directory

In compliance with FERPA, a University-designated representative without prior written or authorized electronic consent of the student can release the following educational record information, provided the student does not have a FERPA Hold Request form on record.

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of degrees earned
- Current enrollment status
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior or senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

Exception: If a student submits written or authorized electronic requests via a FERPA Hold Request form that directory information not be released to a third party, no information can be released, absent a judicial order or a lawfully issued subpoena. A FERPA Hold Request is valid throughout the student's enrollment.

To add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar's Office.

For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form.

For a student to remove previously authorized parties from his or her record, the student would complete a FERPA Release Rescind form listing any/all parties to which that information should no longer be released.

Information Not Released - Non-Directory

Information that must not be released:

In compliance with FERPA, the following student information shall not be released by the University without prior written or authorized electronic consent of the student, a judicial order or a lawfully issued subpoena. The student's signature on the written requests shall be verified before acting upon the request.

- Place of birth*
- Month and day of birth*
- Social Security number (SSN), individual record number (IRN) or personal identification number (PIN)**
- Grades or grade point averages
- Course schedules
- Employment information including: employer, position held, work address or work telephone number
- Academic performance information, such as academic suspension, probation disqualification or academic dishonesty charges
- Admission information, including test scores or entry grade point averages
- Financial and accounting information
- Gender*
- Race*
- Ethnicity*

- Citizenship*
- Country of origin*

Note: Non-directory information can only be released to third parties via telephone or in person if the student has provided written or authorized electronic consent including a security word. If the student does not complete the release information, including security word, information is not released via telephone or in person.

Note: All third parties, including parents, with inquiries require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student.

** Although this information may be disclosed without prior written consent according to FERPA, the University policy is to maintain the confidentiality of this student information.*

*** Student IRN, SSN or PIN numbers generally should not be released to a third party, unless necessary to perform a required task (e.g., Student Financial Agreement, FBI request, etc.).*

Exceptions: The University may release personally identifiable information (PII), directory and non-directory information without the student's consent under the following conditions:

- School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment
- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials such as Apollo Education Group, Aptimus, Protiviti, National Student Clearinghouse, Taylor Corporation, Education Sales Management, InsideTrack, Salesforce, Iron Mountain, Vocado, iGrad, Google, Regent Education, TK20, College Board, Loan Science, Civitas, Pendo.io, Inc., Blackboard, Tevera, and other services.
- Collection agencies (States Recovery Systems, FMS, CBE Group and Resolution Assets Services).
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.

- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution's policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim's next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the institution to defend itself.
- The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.
- A school official is defined as:
 - A person employed by the University in an administrative, supervisory, academic, research or support staff position.
 - A person employed by or under contract to the University to perform a task.
 - A person serving on an institutional governing body or committee.
- A school official has a legitimate educational interest if:
 - Performing a task specified in his or her job description or contract.
 - Performing a task related to a student's education.
 - Providing a service or benefit related to a student or a student's family.
 - Representing a school in which a student seeks to enroll.
 - Disclosing information to federal and state authorities auditing compliance of federal or state support programs.
 - Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid.
 - Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released.
 - Performing studies on behalf of educational institutions.
 - Disclosing information to accrediting organizations carrying out their function.
 - Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

The University can disclose personally identifiable information (PII), directory and non-directory, without student consent if the disclosure meets one of the following conditions:

- This disclosure is to other school officials, whom the University determines have legitimate educational interests.
- The disclosure is to officials of other schools where the student seeks or intends to enroll.
- The disclosure is, subject to requirements of 34 CFR 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.
- The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
 - Eligibility for aid
 - Amount of aid
 - Conditions for aid
 - Enforce terms and conditions of the aid
- Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(0)].
- Students requesting demographic or PII on other University of Phoenix students for survey or research purposes must contact the appropriate director of operations and Academic Affairs after it has been approved through the University's Human Subjects Committee and/or Committee on Research as appropriate.
- The University shall retain a record of disclosure of student information disclosed to a third party. This information will be stored on the University computer system and will contain dates, names and reasons for release. Students shall have reasonable access to their educational records, may request to review their educational records and may challenge the contents of their educational records if they feel the contents to be inaccurate, misleading or otherwise in violation of their privacy or other rights.

Student Right to Access

Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA will be made available. If necessary, the Registrar's Office will work with a campus designee so that the student can review the record.

FERPA regulations require the University to comply with the students' right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, the Registrar's Office will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to have a copy of or to inspect.

Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student's file, the student must fill out and submit the Student Request for Information from Files form. Distance education students must submit a written request specifically outlining which record they would like to review.

A designated University official must be present when a student wishes to review his or her records at a campus location. This includes documents on file or student history notes that do not reference other student information. Printed files requested by the student and mailed from the Registrar's Office will not include history notes from any record systems.

Procedure

Students alleging that their University records are inaccurate or misleading, or who allege violations of FERPA, may present their challenges to the University Registrar.

Students have the right to correct record-keeping errors, but not to seek to overturn administration decisions and assessments. The Registrar shall review students' challenges and, when appropriate, amend students' records accordingly. Students will be notified within 14 days of the Registrar's actions and, based on the action, may request a formal hearing.

A student must submit a request for amendment in writing to the Registrar identifying the specific portion of his or her record he or she wants changed and why he or she believes it's inaccurate or in violation of his or her privacy. The Registrar will respond to the request within 14 days.

If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of his or her right to challenge the information.

A student's request for a formal hearing must be made in writing and submitted to the Registrar's Office. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student's expense.

The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals that do not have a direct interest in the outcome of the hearing. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.

The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing, and will include a summary of evidence presented and the rationale for the decision.

If the University decides that the challenged information is not misleading, inaccurate or in violation of the student's privacy rights, it will notify the student within 14 days of his or her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.

The statement will be maintained as a part of the student's record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

Exception: Students may not inspect and review the following absent a judicial order or legally issued subpoena:

- Confidential letters and recommendations for which they have waived their rights of inspection

- Educational records containing information about more than one student (Access is permitted only to that part of the record concerning the inquiring student.)
- Records of instructional, supervisory, administrative and certain educational personnel, which are in the possession of the originator
- Records connected with an application to attend the University if the application was denied (For example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.)

University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students' rights are denied.

Exception: The University may release foreign transcripts to students.

Rationale: Original transcripts from institutions in other countries may be difficult or impossible for students to replace.

The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations absent a judicial order or legally issued subpoena:

- The student is not in compliance with his or her UOPX financial plan.
- There is an unresolved disciplinary action against the student.
- Transcripts will be issued as an exception to the above if one of the two following exception criteria is met:
- A student has filed for bankruptcy and has provided UOPX with a copy of the bankruptcy petition filed with the courts.
- A student has graduated from a previous UOPX program on record as that student had previously satisfied his or her financial obligation for that program.

If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, the student should contact the Admissions and Records Service Center at 800.866.3919 for assistance.

Students have the right to file a complaint with the FERPA. Inquiries should be directed to:

Family Policy Compliance Office
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, children (over the age of 18) and siblings. Beyond this time, requests for these records may be released to anyone after review and approval from the Registrar's Office.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student.

Solomon Act

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes the following:

- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:

- Email address
- Degrees received
- Most recent educational institution attended

Student Loan Code of Conduct

The University protects students with established loan policies. University of Phoenix follows federal regulations that govern student loan requirements. The Student Loan Code of Conduct at https://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html creates and maintains uniform student loan practices that focus on the best interest of student borrowers. It also manages relationships between school employees, learning institutions, lender advisory board members and student loan organizations.

University of Phoenix encourages students to review the Student Loan Code of Conduct at https://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html to learn about loan regulations.

Student Code of Conduct

University of Phoenix has established a Student Code of Conduct. Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in all University-related academic and professional discourse.

Students are accountable for their actions and are required to work independently and collaboratively with teams in achieving learning goals and objectives. As a member of the University's academic community, students acknowledge and accept an obligation to abide by the Student Code of Conduct on or off campus which is determined to impair, interfere with or obstruct the opportunities of others to learn, or which disrupts the mission, processes or orderly functions of the University, will be deemed misconduct. A violation of the Student Code of Conduct will be subject to appropriate disciplinary action.

For additional information on the Student Code of Conduct, see the Academic Catalog or contact the campus, <https://www.phoenix.edu/campus-locations.html>

Consumer Privacy Policy

Summarized below are key elements of the University Privacy Policy. The full version of the policy is available at https://www.phoenix.edu/copyright-legal/privacy_policy.html

Scope of Privacy Policy

The Privacy Policy applies to Personal Information we collect about users of our Sites, Apps, Wi-Fi hotspots, and other online services, (collectively, our "Services"), as well the Personal Information we otherwise collect about individuals, including current and potential students, alumni, visitors to our campuses, prospective students, and others with whom we interact, whether online, via phone, or offline. Certain Services may be subject to additional privacy policies or privacy disclosures relating to the services provided on the Site(s).

Information Collected & Used

We collect information about you directly from you, from third parties, and automatically through your use of our Services or interactions with us. We may combine the information we collect from these various sources. This table provides a summary of the personal information we collect and how we use it, which is further explained in our full Privacy Policy. While the actual information we collect and our use of such personal information varies depending upon the nature of our relationship and interactions, the table below provides a general overview of the categories of personal information we collect and the purposes for which we use such information.

Categories of Personal Information Collected

Name, contact information, and other identifiers: such as real name, alias, postal address, telephone number(s), unique personal identifier, online identifier, internet protocol (IP) address, email address, account name, social security number, driver's license number, passport number, or other similar identifiers.

Customer records: including paper and electronic customer records containing Personal Information, such as name, signature, social security number, physical characteristics or description, address, telephone number, passport number, driver's license or state identification card number, insurance policy number, education, employment, employment history, bank account number, credit card number, debit card number, other financial information, medical information, or health insurance information.

Protected classifications: such as race, color, sex, age, religion, national origin, disability, and citizenship status.

Commercial information: including records of personal property; products or services purchased, obtained, or considered; or other purchasing or consuming histories or tendencies.

Biometric information: physiological, biological, or behavioral characteristics that can be used alone or in combination with each other to establish individual identity, including imagery of fingerprint, face, and voice recordings from which an identifier template can be extracted.

Internet or other electronic network activity information: including, but not limited to, browsing history; search history; and information regarding a consumer's interaction with an Internet website, application, or advertisement.

Geolocation data: precise geographic location information about a particular individual or device.

Audio, video and other electronic data: audio, visual, electronic, thermal, olfactory, or similar information, such as photos, call recordings, and CCTV footage.

Employment history: professional or employment-related information.

Education information: information regarding past and present education, including institutions attended, years of attendance, courses of study, attendance records, grades, awards earned, degree(s) obtained, discipline records, financial aid awards and payment history, as well as assignments and other student-generated work or contributions to online discussions. The information collected from a student or potential student may include both directory and non-directory information as those terms are defined in FERPA and the University's FERPA policy.

Inferences drawn from any of above categories of Personal Information: inferences used to create a profile about a consumer reflecting the consumer's preferences, characteristics, psychological trends, predispositions, behavior, attitudes, intelligence, abilities, and aptitudes.

Uses of Personal Information

- Administering applications, enrollment, registration, and financial services
- Providing support and services
- Personalizing content and experiences
- Marketing and promotional purposes
- Analyzing and improving our services and operations
- Securing and protecting our assets and rights and preventing misconduct
- Complying with legal obligations
- Supporting our general business operations

California residents. If you are a California resident, please be sure to review the Additional Information for California Residents section of the Privacy Policy for important information about the categories of personal information we collect and disclose and your rights under California privacy laws.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing communications from us, you may express your choice where indicated on the applicable communication, or you may unsubscribe as follows:

- **Email.** If you do not wish to receive marketing emails, follow the opt-out instructions in the footer of any marketing email we send or unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.
- **Postal Mail.** If you do not wish to receive marketing mailings, you may unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.
- **Phone.** If you do not wish to receive marketing telephone calls, you may express your choice during the call or unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.

- **Text.** If you do not wish to receive text messages, you may opt out by responding STOP to cancel future text messages. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866-766-0766.

The CCPA grants California residents certain additional rights and imposes restrictions on business as set forth in our Privacy Policy. If you are a California resident, your additional rights can be found here: https://www.phoenix.edu/copyright-legal/privacy_policy.html#ccpa.

COOKIES AND ADVERTISING

You also have certain choices about how we use your Personal Information for interest-based advertising purposes. You may update your preferences for third party tags and cookies on our Sites using our Preference Center, or you can select Do Not Track options on your personal devices or browsers. To opt out of third-party advertising cookies and tags on our Sites, select "Manage cookie preferences" from the footer of our webpages and turn off Targeting cookies.

We may also use device information, particularly in mobile advertising, to help deliver our advertising and measure ad campaign effectiveness. To assist us in using device information, we participate in the Adobe Experience Cloud Device Co-op. To learn more about Adobe's Experience Cloud Device Co-op, please visit Section 8. Interest-Based Advertising of our Privacy Policy: https://www.phoenix.edu/copyright-legal/privacy_policy.html.

SOCIAL NETWORKING CONTENT

You may change various user settings related to sharing your Personal Information contained in any user profile you set up as part of Social Network activities furnished by us, subject to contractual, academic, legal, or technical restrictions and reasonable notice. Note that your withdrawal from Social Network activities might prevent us from providing you with certain products or services. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.edu.

OTHER IMPORTANT INFORMATION

We have implemented security measures to protect against the loss, misuse, and alteration of the Personal Information under our control. However, no data transmission over the Internet can be guaranteed to be completely secure. As a result, although we will utilize such measures, we do not guarantee you against the loss, misuse, or alteration of Information under our control, and you provide Personal Information to us at your own risk. You should always take care how you handle and disclose your Personal Information and should avoid sending Personal Information through insecure email, Social Networks, or other Internet channels.

If you become a student, your educational records are subject to the U.S. federal Family Education Rights and Privacy Act (FERPA), state laws and your University policies. To obtain a copy of the Students' Rights to Privacy and Access to Educational Records policy, visit https://www.phoenix.edu/about_us/regulatory/consumer-information.html

You may also contact us via one of the below methods:

Mail: University of Phoenix
Attn: Registrar's Office
4025 S Riverpoint Parkway
Mail Stop: CF-L308
Phoenix, AZ 85040

Admissions and Records Service Center
Phone: (800) 866-3919

University of Phoenix may update its policy or revise it from time to time. If you are concerned about how your personal information is used or disclosed, you should contact the University as described above or review the web page at https://www.phoenix.edu/copyright-legal/privacy_policy.html

Contact Us

Should you have any questions about our privacy practices, please contact us at Office.ComplianceUOPX@phoenix.edu or by mail:

University of Phoenix
Attn: Ethics, Compliance, and Data Privacy
4025 S Riverpoint Parkway
Mail Stop: CF-L102
Phoenix, AZ 85040

State Authorization and Contact Information for Filing Complaints

University of Phoenix is regulated by a number of state regulatory bodies across the country for filing complaints in the state that a student resides. If a student chooses to file a complaint, he or she can submit an internal complaint to the University's Resolution Services or file an external complaint with the designated state regulatory agency.

State Authorization Reciprocity Agreement (SARA)

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA participating institution (<https://nc-sara.org>). The University has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.

Distance education students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA) for review after exhausting the institution's internal complaint process and the complaint process of the Arizona State Board for Private Postsecondary Education. SARA complaints must first be submitted internally for resolution through the University's Resolution Services. The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (<https://azsara.arizona.edu/content/complaint-process>).

Arizona students and distance education students from non-SARA states may file a complaint with the Arizona State Board for Private Postsecondary Education or their applicable state regulatory agency. Distance education students who reside in Georgia may file a complaint with their own state regulatory agency.

Contact Information:

Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Suite 3008, Phoenix, AZ 85007; telephone (602) 542-5709; <https://ppse.az.gov/>

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.431.6959, 888.370.7589.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Commonwealth of the Northern Mariana Islands: The student may contact the Commonwealth of the Northern Mariana Islands Office of the Attorney General, Office of the Consumer Counsel, 2nd Floor, Juan A. Sablan Memorial Buildings, Capitol Hill, Saipan, MP 96950; telephone 670.237.7500, website: <https://www.cnmioag.org/divisions/consumer-protection/online-student-complaint/>

Florida: The student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; telephone 850.245.3200.

Georgia: The student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305; telephone 770 414 3300, website: <https://gnpec.georgia.gov/student-resources/student-complaints/ga-sara-student-complaint-rules>

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program, P.O. Box 541, Honolulu, HI 96809; telephone 808.586.7327, <http://cca.hawaii.gov/hpeap/>

Illinois: The student may contact the Illinois Board of Higher Education, 1 North Old State Capital Plaza, Suite 333, Springfield, IL 62701-1377; telephone 217.782.2551, website: [www.ibhe.org](http://complaints.ibhe.org)

Nevada: The student may contact the Nevada Department of Employment, Training and Rehabilitation: Employment Security Division, Commission on Postsecondary Education, 2800 E. St. Louis, Las Vegas, NV 89104; telephone (702) 486-7330.

New Jersey: The student may contact the New Jersey Office of the Secretary of Higher Education, 1 John Fitch Plaza, 10th Floor, P.O. Box 542, Trenton, NJ 08625-0542; telephone 609.292.4310.

North Carolina: The student may contact the Board of Governors of the University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, NC 27514; telephone 919.962.4558.

Texas: The student may contact the Texas Higher Education Coordinating Board, 1200 E. Anderson Lane, PO Box 12788, Austin, TX 78711-2788; telephone (512) 427-6101, website: <https://www.highered.texas.gov/links/student-complaints/>

Utah: The student may contact the Utah Department of Commerce, Division of Consumer Protection, PO Box 146704, Salt Lake City, UT 84114-6704; telephone (801) 530-6601, or toll-free in Utah (800) 721-7233.

Virginia: The student may contact the State Council of Higher Education, James Monroe Building, 101 N. 14th St., 10th Floor, Richmond, VA 23219; telephone (804) 225-2600

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

Copyright is a form of legal protection provided by U.S. law, Title 17 U.S.C. §512(c) (2), which protects an owner's right to control the reproduction, distribution, performance, display and transmission

of a copyrighted work. The public, in turn, is provided with specific rights for fair use of copyrighted works.

Copyrighted works protect original works of authorship and include:

- Books, articles and other writings
- Songs and other musical works
- Movies and television productions
- Pictures, graphics and drawings
- Computer software
- Pantomimes and choreographic works
- Sculptural and architectural works

Copyright law provides the owner of a copyright the exclusive right to do the following:

- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the work publicly
- Display the copyrighted work publicly
- Perform the work publicly by means of a digital audio transmission in the case of sound recordings

17 U.S.C. § 501(a) states, "Anyone who violates any of the exclusive rights of the copyright owner is an infringer of the copyright or right of the author." Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

Specific information on copyright law and fair use may be found at the following sites:

- The U.S. Copyright Office: <http://www.copyright.gov>
- The Electronic Frontier Foundation fair use frequently asked questions:
<https://www.eff.org/teachingcopyright/handouts#fairuseFAQ>

Peer-to-Peer File Sharing

Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing compatible P2P software, to connect with each other and directly access digital files from one another's hard drives. Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc. Through P2P file sharing it has become increasingly easy to store and transfer these copyrighted works to others, thus increasing the risk that users of P2P software and file-sharing technology will infringe the copyright protections of content owners.

If P2P file-sharing applications are installed on your computer, you may be sharing someone else's copyrighted materials without realizing you are doing so. As a user of the University network, recognizing the legal requirements of the files that you may be sharing with others is important. You should be careful not to download and share copyrighted works with others.

The transfer and distribution of these works without authorization of the copyright holder is illegal and prohibited.

Violations and Penalties under Federal Law

In addition to University sanctions under its policies as more fully described below, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For willful infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

University Methods to Effectively Combat Unauthorized Distribution of Copyrighted Material and Student Sanctions

A student's conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy, its Acceptable Computer Use for Faculty and Students policy and any other applicable University policies.

The University may monitor traffic or bandwidth on the networks using information technology programs designed to detect and identify indicators of illegal P2P file-sharing activity. In addition to, or as an alternative, the University may employ other technical means to reduce or block illegal file sharing and other impermissible activities.

The University will also provide for vigorous enforcement and remediation activities for those students identified through the University Digital Millennium Copyright Act policy as potential violators or infringers of copyright.

Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means. These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Computer Use for Faculty and Students policy and any other University policy applicable to the particular situation.

Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

Education and Awareness

The University uses a variety of means to inform students, faculty and other network users about copyright laws and the response to copyright infringement claims by the University.

The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent.

The Consumer Information Guide, https://www.phoenix.edu/about_us/regulatory/consumer-information.html, is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Legal Sources for Online Music and Videos

The legal sources for online music and videos are reviewed annually by the University's Sr Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:

EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources:

<https://www.educause.edu/focus-areas-and-initiatives/policy-and-security/educause-policy/legal-sources-online>

The Recording Industry Association of America (RIAA) provides a list of legal music sources:

<https://www.riaa.com/resources-learning/for-students-educators/>

The legal sources for online music and videos are reviewed annually by the Sr Director of Governance, Risk and Compliance.

Digital Millennium Copyright Act Policy (DMCA)

The University computer networks, including its online library and classroom environment, are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. Please refer to the University's Copyright Infringement and Peer-to-Peer File Sharing Policy for more information.

University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. In addition to sanctions that may be applicable under the University Student Code of Conduct, the Acceptable Computer Use for Federal and Student, or other policies. The University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement.

The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers' accounts under the DMCA.

Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix

Attn: Copyright Agent

Subject: Copyright Compliance

4025 S Riverpoint Pkwy.

Mail Stop: CF-K612

Phoenix, AZ 85040

Email: CopyrightAgent@apollo.edu

If a valid DMCA notification is received, the University will respond under the 'Process for Filing Notice of Alleged Infringement' by taking down the infringing content found on our networks. On taking down content under the DMCA, the University will take reasonable steps to contact the owner of the removed content so that a counter notification may be filed. Upon receiving a valid counter notification, the University will generally restore the content in question, unless the University receives notice from the notification provider that a legal action has been filed seeking a court order to restrain the alleged infringer from engaging in the infringing activity.

The DMCA provides that you may be liable for damages including costs and attorneys' fees if you falsely claim that someone is infringing on your copyright. Alternatively, an individual can also be liable for damages including attorneys' fees if you materially misrepresent that an activity is infringing on the copyright of another. Therefore, the University recommends contacting an attorney if you are unsure whether a work is protected by copyright laws.

Pursuant to the DMCA, unless the University receives notification that legal action to seek a court order restraining the alleged infringer from further engaging in the infringing activity has been filed, upon receiving a valid counter notification, the University will:

- Provide the person who filed the original notification with a copy of the counter notice.
- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

Below is the process for filing a notification under the DMCA when an individual believes their work has been infringed upon. Notice must be given in writing to the designated agent as specified above and contain the following information:

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, describe the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number one and provide detailed information that is reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- Provide sufficient contact information: phone number, address and email address.
- If possible, provide information that allows the University to notify the alleged infringing party of notice of the alleged infringement.

- The following statement must be included in your notice: "I have a good faith belief that the use of the copyrighted materials described above and contained on the service is not authorized by the copyright owner, its agent or by protection of law."
- The following statement must be included in your notice: "I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed."
- The notice must be signed.

Process for Filing Counter Notification of Alleged Infringement

The person or provider of the alleged infringing material may present a counter notification pursuant to the DMCA. Upon proper counter notification, the University may reinstate the removed content. Notice must be given in writing to the designated copyright agent as specified above and contain the following information:

- Identify the material that has been removed. This may include providing the location or the URL when possible.
- Provide your name, address, telephone number and email address if available.
- Provide a statement that you consent to the jurisdiction of Federal District Court for the judicial district in which you reside, or for any address outside the United States or any judicial district, in which the service provider may be found, and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.
- Provide the following statement: "I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled."
- The notice must be signed.

Register to Vote

University of Phoenix makes the effort to educate students regarding the importance of exercising their right to vote and makes voter registration information available at the campuses. Additionally, the University makes a good-faith effort to distribute voter registration forms to students attending locations in states covered under the National Voter Registration Act of 1993 (NVRA).

The National Mail Voter Registration Form can be used by U.S. citizens to register to vote, to report a name or address change, or to register with a political party. Please follow the generic and state specific instructions for completing the form prior to mailing it to the address provided for the state in which you reside.

For more information on elections, registration, and voting in your state please visit <https://www.eac.gov/voters/register-and-vote-in-your-state>. Please note that the following states do not allow for same-day voter registration so you must plan accordingly: AZ, FL, GA, HI, IL, MI, NV, NJ, NM, NC, PA, TN, TX, UT, VA, and WA.

Campus Safety and Security

Annual Security Report

The University of Phoenix publishes an Annual Security Report annually by October 1st. the report is comprised of two parts, (1) the current Campus Safety Policies and (2) the Campus Crime Statistics, for the last three calendar years.

Visit https://www.phoenix.edu/about_us/campus-safety.html to access a PDF file of each separate campus Annual Security Report.

Campus Safety Policies

The University Campus Safety Policies at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase the campus community's awareness of current programs that exist to protect its members' safety and well-being and to satisfy the requirements of the Drug-Free Schools and Communities Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The information included relates to the following:

- Alcohol and other drug abuse prevention, health risks, effects of use, and counseling services
- Crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual violence programs aimed at awareness and prevention

The information is intended to provide a useful description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years.

Campus Crime Statistics

The Clery Act delineates the violations that need to be reported. The University of Phoenix Annual Security Report includes all Clery Act crimes reported to campus security authorities (CSAs), regardless of who reported, whether an investigation is initiated, or whether there is any decision by a court, prosecutor, or any other non-campus official unless it has been "un-founded" by law enforcement personnel. In addition, the University's Annual Security Report includes any Clery crimes reported to local law enforcement collected by the Campus Safety Coordinator through an information request. The statistics cover crimes reported to the University over the previous three years that occurred on campus, in certain off-campus (noncampus) buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to a CSA and local law enforcement agency.

The following Clery Act crimes meet definitions in the FBI's Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence and Stalking, definitions are provided by the Violence Against Women Act of 1994 (VAWA) and repeated in the U S Department of Education's Clery Act regulations.

- **Criminal Offenses** - Criminal Homicide (Murder and Non-Negligent Manslaughter, Manslaughter by Negligence), Sex Offenses (Rape, Fondling, Incest, Statutory Rape), Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft, and Arson
- **VAWA Offenses** - Any incidents of Domestic Violence, Dating Violence, and Stalking
 - Sexual Assault is also a VAWA Offense but is included in the Criminal Offenses category for Clery Act reporting purposes
- **Hate Crimes** - Any of the above-mentioned offenses (excluding Manslaughter by Negligence, Domestic Violence, Dating Violence, or Stalking), and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias
- **Arrests and Referrals for Disciplinary Action for Weapons** - Carrying, Possessing, etc. Law Violations, Drug Violations, and Liquor Law Violations
 - Hate crimes are not reported for these violations or referrals

Specific campus location crime statistics are available electronically in their respective Annual Security Report at https://www.phoenix.edu/about_us/campus-safety.html or by requesting a paper copy of the report from a Campus Safety Coordinator (contact information can be viewed at https://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html) or any University representative.

University of Phoenix expressly reserves the right to modify or to adopt additional campus policies and procedures relating to campus safety, at any time without notice.

Statement of Policy on Sex Offender Registration

The Campus Sex Crimes Prevention Act of 2000 requires institutions of higher education to advise members of the campus community where they can obtain information provided by the state concerning registered sex offenders. It also requires sex offenders to notify the state of each institution of higher education in the state at which they are employed or enrolled or carrying on a vocation. The state is then required to notify the University of any such information it receives. This notice should be directed to the Campus Safety Coordinator at their local campus.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the sex offender databases at <http://www.sexoffender.com/> and <https://www.nsopw.gov/>. You can search by city, county or ZIP code. This information is collected by other agencies, and the University cannot guarantee this information is correct or complete. The database link is provided to comply with the Clery Act and for campus safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Emergency Mass Notification Policy

The University maintains emergency management policies, procedures, and systems to protect lives and property, and to continue necessary critical functions and essential services.

An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the campus community at a University site or that significantly disrupts the normal course of University business.

The Emergency Mass Notification process includes emergency escalation procedures, mass notifications and supporting systems. In an emergency, dangerous or otherwise high-risk situation, these processes enable the University to, without delay, take into account the safety of the community, determine the content of the notification, and initiate the notification system to students, faculty and staff, including those who are enrolled at the University, unless issuing the notification system will, in the professional judgement of the responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

The policy can be viewed in its entirety in the Campus Safety Policies at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf

Campus Safety Contact List

To help ensure the safety of the campus community, the University has campus security authority (CSA) reporting contacts, including a designated Campus Safety Coordinator on every local campus. Below are some of the persons to whom students, faculty and staff should report crimes. Visitors and others not associated with the University can also contact these CSA reporting contacts to report crimes.

Security Operations Center (SOC)

866-992-3301 or 602-557-7000

GSOC@phoenix.edu

Senior Director Security

Steve Lindsey 602-557-7537

Steve.Lindsey@phoenix.edu

Title IX Coordinator

Bridget Beville 602-557-1823

TitleIX@phoenix.edu

Ethics Helpline

888-310-9569

<http://www.UOPXhelpline.com>

Campus Safety Coordinators

Find your local campus Campus Safety Coordinator's name and contact information at https://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html

Alcohol and Other Drug Abuse Prevention

The U.S. Department of Education requires institutions of higher education to implement an alcohol and other drug abuse prevention and awareness program for their students and employees. University of Phoenix abides by the federal regulations for the Drug Free Workplace Act and the Drug Free Schools and Communities Act, regardless of individual state legalization. The University has a "zero-tolerance" policy regarding the unlawful use, sale, possession, or distribution of illegal drugs and alcohol on University Controlled Property, or as part of any University activity. Misconduct violations relating to the Student Code of Conduct, Faculty Code of Conduct, and/or the Code of Ethics are subject to disciplinary sanctions.

Students, faculty and staff are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Policies and programs concerning alcohol and other drugs, including health risks, effects of use, penalties, and counseling and assistance resources, can be viewed in the Campus Safety Policies at https://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html.

Prohibition of Illicit Drug Use, Underage Drinking, and other Violations of Alcohol and other Drug-Related Policies

The University's Codes of Conduct clearly state that the unlawful manufacture, sale, delivery, unauthorized possession, or use of any illicit drug is prohibited on property owned or otherwise controlled by the University. The University enforces a "zero-tolerance" policy regarding underage drinking and will enforce state underage drinking laws on its campus premises (Note: The minimum legal drinking age in the United States is 21.) If any individual is found violating any alcohol- or other drug-related law while at a University location or activity, the University will fully cooperate with federal and state law enforcement agencies.

Institutional Sanctions for Alcohol and Drug Violations

The University abides by local, state, and federal sanctions regarding unlawful possession of drugs and the unlawful consumption of alcohol. Any member of the University community found consuming or selling alcohol or other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Consistent with local, state, and federal sanctions, the University may impose a disciplinary sanction to students, faculty, or staff requiring the completion of an appropriate rehabilitation program. Failure to comply with disciplinary standards could result in sanctions, up to and including expulsion or termination of employment, and referral for prosecution for violation of the standards of conduct.

Federal Financial Aid Penalties for Drug Violations

According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving federal financial aid may lose eligibility for federal aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans and other financial assistance.

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. If the student answers "yes" to the question, then he or she will be sent a worksheet by the federal processing center in order to determine whether the conviction affects eligibility for aid. Should the financial aid office be notified that a student has been convicted of sale or possession of illegal drugs, financial assistance will be suspended immediately. If a conviction was reversed, set aside or otherwise rendered invalid, it does not count. Convictions occurring during periods of non-enrollment also do not count. In addition, any conviction received as a juvenile does not count, unless the student was tried as an adult.

Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines, imprisonment or both.

Penalties for Drug Convictions

A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count against student eligibility if they were for an offense that occurred during a period of enrollment for which the student was receiving FSA and they do not count if the offense was not during such a period, unless the student was denied federal benefits for drug trafficking by a federal or state judge. Also, a conviction that was reversed, set aside or removed from the student's record does not count nor does any conviction received as a juvenile count unless the student was tried as an adult.

POSSESSION OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for one year from the date of conviction.
- Second offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses: Indefinite ineligibility for federal financial aid from the date of conviction.

SALE OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses: Indefinite ineligibility from the date of conviction.

Note: The student may regain eligibility the day after the period of ineligibility ends. If the student was convicted of both selling and possessing illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

How to Reduce the Period of Eligibility or Regain Eligibility

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Having the conviction reversed, set aside or otherwise rendered invalid.

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive. It is the student's responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA. The University is not required to confirm the reported information unless conflicting information is determined.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds from a federal, state or local government agency or program, or from a state-licensed insurance company, or
- Be administered or recognized by a federal, state or local government agency or court, or by a state-licensed hospital, health clinic, or medical doctor.

Convictions for Offense That Occurred During Enrollment

Federal regulations require an enrolled student convicted of a drug offense after receiving federal financial aid to notify Student Financial Services immediately. The student may be ineligible for further aid in that academic year and required to pay back all federal aid received after the date of the conviction. Student Financial Services will work with the student regarding all of the available options.

Academic Year Definition Policy

Overview

The Academic Year Definition Policy provides the defined academic year for each program (by credential level) offered by the University.

Policy

A student's academic year begins with the first eligible course of a degree program and ends when the student successfully completes the credits and weeks of instructional time requirements. A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework.

The University defines its academic years as follows:

- Undergraduate Certificate Programs are a minimum of 24 credits and 40 weeks of instructional time
- Graduate Certificate Programs are a minimum of 24 credits and 48 weeks of instructional time
- Associate Programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time
- Associate Programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time
- Bachelor's Programs are a minimum of 24 credits and 40 weeks of instructional time
- Master's Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time
- Competency Based Education (CBE) Programs are a minimum of 24 credits and 32 weeks of instructional time

Students who take more than one course at a time or have courses with overlapping instructional weeks may complete the minimum number of credits (24) prior to completing the required weeks of instructional time. In order for a student to complete the academic year, both credits and weeks of instruction must be met. Therefore, students may need to complete additional weeks to successfully complete the academic year definition.

Example:

A student is enrolled in a Bachelor program and has two courses that overlap by one instructional week. The student would be completing 24 credits in 39 weeks; however, the academic year definition is a minimum of 24 credits and 40 weeks. Therefore, the academic year would not be over until the student completes at least one more week of instructional time. In order to do this, the student must complete at least one additional week in the subsequent course.

Allowable Charges Policy

Overview

Federal regulations stipulate that when an institution disburses federal financial aid funds to a student by crediting the student's account, it may do so only for allowable charges. Student nor parent authorization is required to apply disbursed federal financial aid funds to an allowable charge. The Allowable Charges Policy defines what those allowable charges are at the University.

Policy

Allowable Charges

The University defines allowable charges as follows:

- Tuition
- rEsource Fees (electronic course materials fees and books)
 - By using the ED MAP Book Voucher, the student has authorized the use of federal financial aid funds for the book charge. If the student chooses not to use the book voucher, the authorization is no longer valid.
- Sales tax, if applicable and assessed on an allowable charge,
- California Student Tuition Recover Fund (CA STRF), if applicable

Prior-Year Charges

If a student owes allowable charges from a prior loan period, the University will use current loan period Direct Loan funds, not to exceed \$200, to pay those charges. The University does not apply any other type of federal financial aid funds (e.g., Pell and FSEOG) to allowable charges for any prior loan period. (Refer to the Federal Financial Aid Credit Balance Policy for additional information)

Cost of Attendance Policy

Overview

The Cost of Attendance Policy addresses the cost of attendance (COA) established for use in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific academic year. The University uses the same COA when awarding Pell Grant, FSEOG, and Direct Loans. If the student is only receiving Pell Grant or IASG, the Pell COA is used for awarding purposes. The COA consists of various components to determine eligibility for an academic year. The University reviews and, if necessary, updates each COA component annually.

Policy

The University's COA is made up of the following components:

- Tuition and mandatory institutional fees
- rEsource Fees (Books and Supplies)
 - rEsource fees encompass course textbooks and electronic materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink
- Living Expense
 - Room and Board (housing and food)
 - Transportation
 - Miscellaneous
 - Personal care expenses
- Federal Loan Fees

If a student is attending less than half time, the COA is limited to the following components:

- Tuition and mandatory institutional fees
- rEsource Fees

To determine the total of each component for a student's COA, the University references its academic year definition for each credential level to establish the number of credits and months to be used. (Refer to Academic Year Definition Policy for further information)

If a student's academic year is less than a full academic year in either credits or months, each component will be adjusted accordingly.

Exceptions include professional judgment decisions (i.e. child care costs) and elimination of an overaward using a student's actual tuition costs for the period of enrollment. (Refer to the Overaward & Overpayments Policies for further information.)

Tuition

The tuition component for the COA is based on a per credit weighted average for each credential level across the entire University. The University documents how tuition averages are calculated and makes this information available upon request.

To determine the total tuition component for each student's COA, the University multiplies the weighted average price per credit by the average number of credits per academic year.

rEsource Fees

The books and supplies component is calculated using a standard rEsource fee for each course in the student's academic year based on the credential level.

Living Expense

The living expense component is a per month allowance. The University documents how living expense components are calculated and makes this information available upon request. Students receiving military housing assistance (Basic Allowance for Housing or BAH) will have a reduction in living expenses in the amount of the room allowance (housing). Students who are incarcerated are not eligible to receive living expenses

To determine the total living component for each student's COA, the University references its academic year definition for each credential level to establish the number of months to be used. (Refer to Academic Year Definition Policy for further information)

Loan Fees

The University calculates an average loan fee per month based on credential level. The number of months used to determine the living expense component (see above) is also the number of months used to determine the total loan fee component in the student's COA. The University documents how the loan fee component is calculated and makes this information available upon request.

Consortium Agreements Policy

Overview

Written arrangements consist of consortium and contractual agreements. The Consortium Agreements policy documents the University's position on participating in consortium agreements with other institutions for the purpose of receiving or processing federal financial aid funds.

Policy

The University may execute on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute on an individual basis nor execute as a home or host institution for students enrolled as degree seeking students at the University.

Federal Student Aid COVID-19 Exceptions Policy

Overview

The Federal Student Aid (FSA) COVID-19 Exceptions Policy highlights the exceptions made to existing University policies for the 2019-2020 and/or 2020-2021 federal award years while administering FSA funds for students impacted by COVID-19.

Policy

In an effort to mitigate the effects of the COVID-19 national emergency, multiple federal actions were enacted to provide relief to impacted organizations and individuals.

- **March 13, 2020:** The President of the United States declared a national emergency concerning the coronavirus (COVID-19).
- **March 27, 2020:** The Coronavirus Aid, Relief, and Economic Security Act ("CARES Act") was signed into law.
- **April 3, 2020:** The Department of Education (ED) deemed the President's national emergency as equivalent to a federally declared major disaster, as defined in the Robert T. Stafford Disaster Relief and Emergency Assistance Act in 42 U.S.C. § 5122(2) (Stafford Act).

As a result of the above series of events, ED published a series of electronic announcements describing waivers, emergency flexibilities, and regulatory relief that schools may use to aid students impacted by the COVID-19 national emergency.

This policy describes the exceptions to existing University FSA policies permitted for federal student aid applicants and recipients during the coronavirus (COVID-19) national emergency.

Verification and Conflicting Information Policy

Acceptable Documentation for V4 and V5

High School Completion

Applicants selected for V4 or V5 verification must provide acceptable documentation, as detailed in the Verification and Conflicting Information Policy, in order to resolve verification. This requirement continues to apply, even during the COVID-19 national emergency. However, if an applicant has attempted but has been unable to obtain documentation to verify his/her high school completion or its equivalent, on an exception basis, the University will accept a signed and dated Attestation of High School Completion from the applicant in which he or she truthfully attests to his or her high school completion or the equivalent. This exception will be permitted only for Verification groups V4 and V5 from May 15, 2020 until the end of the first payment period that begins after the COVID-19 national emergency is rescinded. The University will identify students who qualify for this exception and provide the Attestation of High School Completion Form for the student to complete and return.

The attestation may not be used to resolve conflicting information, including "none of the above".

Any documentation obtained through this exception cannot be used to resolve verification outside of the timeframe designated by the law (i.e. verification conducted in subsequent payment periods and award years).

Return of Title IV Policy

Return of Unearned Aid

When an FSA recipient withdraws from the University prior to completing a payment period for which he/she received FSA funds, an R2T4 calculation must be performed to determine the amount of FSA funds earned as of the date of withdrawal as well as the amount of unearned funds that must be returned to the applicable FSA program(s), as detailed in the Return of Title IV Policy. This requirement continues to apply, even during the COVID-19 national emergency. However, for students determined to be eligible for the CARES Act provisions related to R2T4 ('Cares Act relief'), neither the University nor the student is required to return unearned FSA program funds to the applicable FSA program(s). Additionally, if FSA program funds were previously returned and/or reported as an overpayment for students determined to be eligible for Cares Act relief, the University is required to re-disburse these funds and/or remove the reported overpayment. The University will evaluate a student's eligibility for this exception if the student has officially withdrawn from the University during an eligible payment period and appropriately submits the University's required attestation form satisfactorily explaining why the withdrawal from an eligible payment period was the result of the COVID-19 national emergency.

Determination of Eligibility for Cares Act Relief

A student must officially withdraw by following the University's Withdrawal Procedures published in the University's Academic Catalog and designate their reason for withdrawal to be related to the COVID-19 national emergency to be considered for CARES Act relief. The University will notify potentially eligible official withdrawals via email and provide the University's Truthful Attestation of Coronavirus-Related Circumstances Form. This attestation form must be completed in full and include a detailed explanation describing why the student's withdrawal was the result of the COVID-19 emergency. The completed attestation form MUST be returned to the University within 30 days from the email notification date via email to FinancialServicesSeniorSupport@phoenix.edu. Completed attestation forms received after this deadline will be denied. Students should provide any relevant supporting documentation with the completed attestation form.

The University will review each Truthful Attestation of Coronavirus-Related Circumstances Form submitted and determine whether the student meets the eligibility requirements for CARES Act relief. If the University determines the student is eligible for CARES Act relief, the University will re-disburse any FSA program funds that were included in the R2T4 calculation.

Disbursement Policy

Late Disbursement

The University is required to confirm that certain conditions are met prior to making a late disbursement of FSA program funds, and the conditions vary based on the type of FSA program fund(s) being disbursed. For more information on late disbursements, including post-withdrawal disbursements, and the conditions that must be met, please refer to the Disbursements Policy. This requirement continues to apply, even during the COVID-19 national emergency. However, for students determined to be eligible for the CARES Act provisions related to R2T4 ('Cares Act relief') the University is not required to employ the conditions for determining if a late disbursement, including post-withdrawal disbursements, can be made. Consequently, for students who qualify for Cares Act relief, the University will re-disburse any FSA program funds that were included in the R2T4 calculation.

Exceptions notwithstanding, the University must still perform the R2T4 calculation and required actions within the required timelines and document the results.

If the re-disbursement of FSA program funds previously returned creates a Title IV credit balance, the University must issue funds to the student within 14 days.

Disbursements Policy

Overview

The Disbursements Policy addresses a student's eligibility for standard, late, and post-withdrawal disbursements of federal financial aid funds from the University. The University may only disburse federal financial aid funds to eligible students for allowable charges.

Policy

The University requires the following information be completed before a disbursement of Federal Direct/PLUS loans is made:

- Confirmation of loan amount (fund acceptance)
- Entrance counseling, if applicable
- Master Promissory Note (MPN)

The following are additional items that may be required:

- University's confirmation of financial aid satisfactory academic progress
- A 30-day disbursement delay for first year/first time borrowers

Master Promissory Note Confirmation

The University uses the multi-year MPN and practices an active confirmation process for all borrowers borrowing under the Direct Loan Program. The University requires a student to submit a new MPN if no Direct Loan disbursements are made within one year of the original MPN sign date. The University originates the loan(s) based on the student and/or parent's confirmed loan amount(s) received during the processing of his/her financial aid for each FAFSA award year. Requests may be made for an increase or decrease to the loan amount. However, if the amount(s) of Federal Direct and/or PLUS (PLUS) loans requested exceeds the student's cost of attendance (COA), the University only originates up to the COA.

The University will maximize the student's Subsidized Direct Loan eligibility when awarding and originating the confirmed Direct Loan amount.

Standard Disbursement

The University will notify students, before any disbursement is made, of the amount of federal financial aid funds the student (and his/her parent) can expect to receive under each federal financial aid program for each payment period in the academic year (AY) and how and when those federal financial aid funds will be disbursed. The University will schedule disbursements according to procedures; typically, federal financial aid fund disbursements are scheduled to disburse by the 3rd day of a payment period.

Note, for students enrolled in Competency Based Education Programs, the University will confirm enrollment in all courses scheduled for the payment period before funds will be disbursed.

At the time of disbursement, the University will confirm the student continues to meet student eligibility requirements in addition to disbursement requirements and is eligible to receive the federal financial aid funds awarded. Typically, a student is eligible to receive a disbursement of federal financial aid funds for the first payment period of the AY when the University confirms the student has posted attendance in an eligible course(s) in the payment period and satisfactory academic progress standards were met, if applicable. The student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period when the student meets the above criteria in addition to successfully completing one-half the weeks of instructional time AND earning one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully

completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

At the time the AY and federal financial aid funding is initially established, if the payment periods are not equal in credit hours and weeks of instructional time, the first payment period will consist of more credit hours and/or weeks of instructional time to ensure the required credit hours and weeks of instructional time are earned/completed before the second payment period disbursement is made, as required. However, based on the student's actual progression thru their AY, the student's federal financial aid funding may be reevaluated resulting in the second payment period consisting of more credit hours and weeks of instructional time than the first payment period.

If a program is longer than one AY and consists of a remaining period that is more than one-half an AY, the remaining period will have two payment periods. Timing and eligibility of the disbursements are the same as outlined above. If the remaining period is equal to or less than one-half an AY, the remaining period will have one payment period. However, the University disburses federal financial aid funds in two disbursements. The second disbursement is not made until the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in this single payment period.

Right to Cancel

Once the loan is disbursed, the University will send the student/parent a disbursement notification that contains information regarding a borrower's Right to Cancel, which includes the time given to respond should the student and/or parent borrower wish to cancel all or a portion of their loan request(s). This notice will be sent to the student/parent no later than seven days after crediting the student's account at the University. Borrowers who wish to cancel all or a portion of their loan must login to the student website and navigate to Account > Awards & Disbursements > Change Loans to initiate the reduction or cancellation of federal financial aid within 30 days from the date the University sends the disbursement notification. If there are any further questions, students can contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 within 30 days from the date the University sends the disbursement notification. Any requests received after 30 days but prior to 110 days from the disbursement date will be honored based on Title IV funds that have not been applied to invoices for allowable tuition and fees. The University will notify the student/parent in writing the outcome of his/her request regardless of when the cancellation request is received.

Late Disbursement

Students or parents become ineligible to receive federal financial aid funds on the date the student:

- For Federal Grants, the student is no longer enrolled at the University for the award year; or
- For Direct Loans, the student is no longer enrolled at least half time

If a student completes a payment period or academic year, withdraws during a payment period or period of enrollment, or graduates, the University must make or offer the student (or parent in the case of a PLUS loan) a late disbursement of federal financial aid funds for which the student (or parent in the case of a PLUS loan) was eligible while in attendance at the University.

The U.S. Department of Education regulations do not permit the University to make any late disbursement of federal financial aid funds after 180 days from the date the University determined that the student withdrew or, if the student did not withdraw, became ineligible.

The following conditions must be met prior to the date the student became ineligible for a late disbursement.

Program

Pell Grant/IASG		No additional requirements
FSEOG	For all programs:	Student is awarded a grant
Direct Loans	1. ED processed a SAR/ISIR with an official EFC; AND 2. The University received a valid SAR/ISIR by the date established by ED.	A loan record is originated

The following additional limitations must be satisfied before the University may make a late disbursement

Direct Loans	The University received a valid SAR/ISIR by the date established by ED; and 1. For a first-year, first-time borrower, the student completed 30 days of the program. 2. For a second disbursement, the student graduated or completed the period for which the loan was intended.
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Paying a Late Disbursement of Federal Financial Aid Grant Funds

Without the student's permission, the University may credit a student's account with a late disbursement of federal financial aid grant funds for charges associated with the current payment period. If federal financial aid grant funds remain to be disbursed from a late disbursement after all outstanding charges on the student's account have been satisfied, the University pays the grant funds directly to the student within 14 days.

Paying a Late Disbursement of Federal Financial Aid Loan Funds

Prior to the University making any late disbursement of federal financial aid loan funds, the borrower is notified with an explanation stating the borrower's obligation to repay the loan funds disbursed. The borrower is given an opportunity to accept or decline the loan. The borrower's authorization to receive the loan must be submitted via a verbal request, the late disbursement letter or a signed statement submitted to the University titled "Late Disbursement Notification."

The borrower has 30 days from the date on the late disbursement letter to return the letter to the University; otherwise the loan award is canceled. If the student had a federal financial aid credit balance before becoming ineligible, and the credit balance consists of direct loans, the University offers the funds to the student in writing and does not disburse the direct loan funds directly to the student until the borrower's authorization is received.

Post Withdrawal Disbursement

As a result of the student's Return to Title IV Funds (R2T4) calculation, the student may be eligible to receive federal financial aid funds that had not disbursed but could have been disbursed prior to the student's withdrawal date (Refer to the R2T4 Policy for further information).

If the total amount of federal financial aid grant and/or loan funds earned by the student on the R2T4 calculation is greater than the total amount of federal financial aid disbursed to the student, or parent in the case of a PLUS loan, the student may be eligible to receive a post withdrawal disbursement (PWD).

The University does not include as a PWD any funds from a disbursement the University was prohibited from making on or before the date of the University's determination that the student withdrew, which would apply to the following:

- A first disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before completing 30 days of the program of study;
- Second or subsequent disbursements of Direct Loan funds unless the student successfully completed the loan period; or
- Disbursements of Federal Pell or IASG Grant funds to a student for whom the University did not have a valid SAR/ISIR by the deadline established by ED

A PWD is made from available grant funds before available Direct Loan funds.

Post withdrawal Disbursement of Federal Financial Aid Grant Funds

The University will credit a student's account with a PWD of federal financial aid grant funds (Pell, IASG, and FSEOG), without the student's permission, for outstanding current allowable charges. The University will obtain a student's authorization to apply PWD grant funds toward anything other than current charges. The University disburses any amount of a PWD of federal financial aid grant funds as soon as possible, but no later than 45 days after the date of the University's determination that the student withdrew. If the student does not respond to the University's notice for authorization, federal financial aid grant funds are used for outstanding allowable charges. (See Allowable Charges Policy for the definition of allowable charges).

Post withdrawal Disbursement of Federal Financial Aid Loan Funds

The University notifies a student, or parent in the case of a PLUS loan, in writing prior to making any PWD of Direct Loan funds, whether credited to the student's account or disbursed directly to the student (or parent in the case of a PLUS loan). The written notification is sent to the student (or parent in the case of a PLUS loan) as soon as possible, and within 30 calendar days of the University's date of determination that the student withdrew. The written notification includes the following:

- The type and amount of Direct Loan funds to be credited to the student's account or disbursed directly to the student or parent, in the case of a parent PLUS loan,
- Explanation that the student, or parent in the case of a PLUS loan, has the right to accept or decline all or a portion of the funds offered.
- Information about the borrower's obligation to repay Direct Loan funds, if disbursed.

- A request for authorization to credit Direct Loan funds to the student's account, indicating if authorization is not provided in writing, the student may not receive any Direct Loan funds as a direct disbursement, unless the University concurs.
- Information informing the borrower that no PWD will be made if he/she does not respond in writing within 30 days of the date of the letter. The University may, on an exception basis, choose to accept a late request, and/or accept verbal authorization from the borrower. The deadline for a borrower to accept a PWD is the same for both a confirmation of a Direct Loan disbursement to the student's account and direct disbursement of a PWD.
 - If the University declines to honor a late request accepting loan funds to be credited to the student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.
 - If the University chooses to honor a late request, all loan funds must be disbursed in accordance with the student or parent's request. The result of the contact and final determination made concerning the disbursement is documented in the student's file.
- Instructions to submit the request electronically or in writing directly to Student Financial Services-Operations (SFS-O) by mail, fax, or via the student website.

If the student, or parent in the case of a PLUS loan, responds in writing to the notice within 30 days of the date of the letter and authorizes the University to make all or a portion of the PWD, the funds are disbursed in the manner specified by the student, or parent in the case of a PLUS loan, within 180 days of the University's date of the determination that the student withdrew.

If the University chooses to honor a late request, all loan funds accepted by the student, or parent in the case of a PLUS loan, are disbursed in accordance with the student's or parent's request. If the University declines to honor a late request accepting loan funds to be credited to student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.

The University does not request federal financial aid funds for a PWD unless and until it has determined the following:

- A PWD is due and accepted by the student, or parent in the case of a PLUS loan,
- The amount of the PWD, and
- The PWD can be disbursed within three business days of receipt.

Enrollment Reporting Policy

Overview

The Enrollment Reporting policy details how the University confirms and reports the enrollment status of all Title IV students and previous Title IV students who transfer to the University.

Policy

The University reports enrollment both in the Campus-Level Record, representing the student's overall enrollment at the University and in the Program-Level Record, for each of the academic programs the student attended using the eight-digit Office of Post-secondary Education Identifier (OPEID) for the location of the course. To complete these reporting requirements, the University contracts with the National Student Clearinghouse (NSC). NSC then provides this information to the participating guaranty agencies, lenders, and servicers.

Even though the University uses NSC for enrollment reporting, the

University remains responsible for submitting timely, accurate, and complete responses to Enrollment Reporting roster files and for maintaining appropriate documentation. NSLDS sends the roster to NSC; however, if the response is not received in a timely matter, NSLDS notifies the University rather than NSC.

Reporting Schedule

The University is required to confirm enrollment information for all students on its roster file scheduled at least every two months and must do so within 15 days of the date NSLDS sends the roster to NSC. In addition, any changes in enrollment status to less than half-time, graduated, or withdrawn must be reported within 30 days of becoming aware of the change. To meet this requirement, the University confirms and reports the enrollment status of all students to the NSC on a weekly basis. NSC uses the data provided by the University to complete the Enrollment Reporting file sent from ED on a weekly basis.

NSLDS returns an error report if it identifies errors in the Enrollment Reporting file. Any identified errors must be corrected and resubmitted to NSLDS within 10 days. The University accesses the NSLDS error report via the NSC site promptly after an error is identified to ensure the necessary corrections are made within the 10-day timeframe.

Overall Enrollment Status categories

<u>Code</u>	<u>Status</u>	<u>How the University Reports the Status Start Date for Enrollment Statuses</u>
F	Full-time	The status start date is not reported on the weekly SSCR report. It is determined by NSC based on the first day of the term (which is the course start date associated with the first academic related activity (ARA) that triggered the full-time status)
L	Less than half-time	The start date of the term date is reported
A	Leave of Absence	The start date of the approved leave of absence
G	Graduated	The academic complete date for the program (which is the end date of the last course)
W	Withdrawn	The student's official last date of attendance (OLDA) at the time the system updates the status to withdrawn
D	Deceased	The date of death (when provided) or the date the University received the request in any event the date of death is not provided

Status Start Date

The University reports the status start date (status effective date) if the student has a Graduated (G), Deceased (D), Withdrawn (W), Less Than Half Time (L), or is on an approved LOA (A) status.

Anticipated Graduation Dates

The anticipated graduation date is the date the student is projected to graduate and is required only for enrollment data and students with F, Q, H, L, or A statuses.

Federal Financial Aid Credit Balance Policy

Overview

The Federal Financial Aid Credit Balance Policy addresses federal financial aid credit balances and how the University handles those credit balances when they occur on a student's account. Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges for the payment period, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account.

Policy

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges), a federal financial aid credit balance occurs. Federal financial aid credit balances will be issued to the student, or parent as applicable, within 14 days of the date federal financial aid funds are disbursed or the date the federal financial aid credit balance occurs (which is the date the funds are applied to the student's account).

Unclaimed Federal Financial Aid Credit Balances

The University will refund Federal financial aid credit balances to the student or parent via electronic funds transfer (EFT). In the event direct deposit has not been setup or the EFT is rejected, a paper check will be sent to the student or parent using the student's current address on record. Federal financial aid credit balance checks issued to students or parents are required to be negotiated within 90 days of issuance. Any refund check not cashed within the 90 days will be canceled and the University will return this unclaimed credit balance to the applicable federal financial aid program(s). In the event a check is returned to the University, the University will (re) confirm the student's or parent's current address and reissue this check if the current address has been updated since the original check was issued. If the current address has not been updated, the University will return this unclaimed credit balance to the applicable federal financial aid program(s).

All unclaimed credit balances will be returned in the following order:

- Unsubsidized Direct Loans (other than Direct PLUS)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG Grants
- TEACH Grants
- Iraq and Afghanistan Service Grants

Federal Pell Grant/IASG Policy

Overview

The Federal Pell Grant/Iraq and Afghanistan Service Grant (IASG) Policy illustrates how the University calculates and awards Pell Grants (including those funds awarded under the Children of Fallen Heroes or Children of Fallen Soldiers) and IASG to eligible students.

Policy

The University calculates the annual award for Pell eligible students in nonterm credit-hour programs using Federal Pell Grant Formula 4 in conjunction with the Federal Pell Grant full-time payment schedule. The maximum duration of Pell and IASG eligibility is limited to six full-time scheduled awards, as measured by the percentage of lifetime eligibility used (LEU). A student is ineligible to receive further Pell and or IASG funds if they have 600% or greater.

Pell Grant Eligibility

Students who meet general eligibility requirements (Refer to the University's Consumer information Guide for further information on general eligibility) and have a calculated expected family contribution (EFC) number that meets Federal Pell Grant eligibility criteria will be awarded Federal Pell Grant funding.

In addition, students who meet one of the following criteria will be awarded the Federal Pell Grant or IASG funding:

Iraq and Afghanistan Service Grant (IASG)

The IASG is awarded to students whose parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001 and meets one of the following requirements:

- The student was less than 24 years of age when the parent or guardian died; or
- The student was enrolled at an institution of higher education at the time of the parent or guardian's death.

If the student is eligible for a Federal Pell Grant, the University will award and package all federal financial aid based on a zero EFC. If the student is ineligible for a Federal Pell Grant because his/her EFC is too high, the student may receive the IASG. The grant amount is equal to the maximum Federal Pell Grant for the award year and cannot exceed the student's cost of attendance. The IASG is subject to a federal budget cut each year, known as sequestration. Because the IASG awards are subject to a federal budget cut each year, there are reductions from the award amount for which the student would otherwise have been eligible to receive. Each year, this amount changes based on the Budget Control Act of 2011.

Children of Fallen Heroes:

A student whose parent or guardian died in the line of duty while performing as a public safety officer may receive increased amount of federal financial aid under the Children of Fallen Heroes Scholarship if the student is Pell grant eligible and

- The student was less than 24 years of age when the parent or guardian died; or
- The student was enrolled at an institution of higher education at the time of the parent or guardian's death.

In these scenarios, all federal financial aid will be based on a zero EFC. The zero EFC is only used for awarding purposes.

The U.S. Department of Education does not provide any notification of eligibility to the University. Consequently, students who believe they qualify for this scholarship must notify the University's Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 and provide any required

documentation requested. The University will determine based on the documentation submitted whether or not the student meets the eligibility criteria. For more information, please refer to the University's Consumer Information Guide.

Children of Soldiers:

A student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, may receive increased federal financial aid funds if at the time of the parent or guardian's death the student was either less than 24 years old or was enrolled in college. Eligibility is based upon the following:

- If the student is Pell grant eligible, the student may receive a Pell grant; OR
- If the student is not Pell grant eligible because his/her EFC is too high, the student may receive an Iraq and Afghanistan Service Grant.

In these scenarios, all federal financial aid will be based on a zero EFC. The zero EFC is only used for awarding purposes.

The U.S. Department of Education (ED) notifies the University when a student appears to meet the criteria for Zero EFC treatment because a parent or guardian died as a result of U.S. military service in Iraq or Afghanistan. This is based on a match with the U.S. Department of Defense file of eligible dependents)

Calculating Payment Amounts

The award for each payment period will be based upon ED's full-time Pell payment schedule and may be subject to proration. The scheduled Pell/IASG award is prorated based on the percentage of the following:

- Credit hours scheduled to be completed in the payment period over 24 credit hours in the academic year; or
- Weeks of instructional time scheduled to be completed in the payment period over the defined instructional weeks in the academic year. (Refer to the Academic Year Definition Policy for further information)

The Pell/IASG award is calculated using the lesser percentage multiplied by the full-time Pell scheduled award.

Year Round Pell/IASG

Students may be eligible to receive up to one and one-half Pell/IASG Grant awards during a single award year, not to exceed 150% of the student's scheduled award for the award year (Referred to as Year Round Pell). Students must meet the following criteria to be considered for a second scheduled award:

- Must be enrolled at least half-time;
- Must have received 100% of the first scheduled award in a single award year in a certificate, associate degree, or baccalaureate degree program;
- Must be enrolled in an eligible program for one or more additional payment periods during the same award year that are not otherwise fully covered by the student's Pell Grant; and
- Must have successfully completed the credit hours of previous payment period

Crossover Payment Periods

When a payment period falls into two federal award years (payment period includes both June 30 and July 1), it is referred to as a "crossover payment period." If a student's academic year/loan period includes a crossover payment period, the entire payment period must be considered to occur within one federal award year. The University determines for each Pell/IASG grant recipient the federal award year to be used to determine the recipient's Pell/IASG grant award.

For payment periods that meet the above definition, the University will award and disburse the largest Pell/IASG grant possible based on all federal award year ISIRs received by the University and eligible for payment at the time the student's initial disburse-

ment. If an additional FAFSA award year ISIR is subsequently received, which provides a higher total federal grant award (Pell/IASG/FSEOG combined) for the student during the crossover payment period, the University will evaluate and re award the Pell/IASG grant as long as the initial disbursement has not been made and both federal award years have not been closed by ED.

Official deadlines are published by ED annually in the Federal Register and are provided to schools on <https://ifap.ed.gov>

Pell Payment Calculations and LEU Limitations

If a student has less than 100% remaining of the maximum 600% Pell LEU, the University will disburse 50% of the Pell award in the first Pell payment period. The remaining percentage of the Pell award is disbursed in the second Pell payment period. Rounding rules do not apply to these disbursements.

Pell Payment Calculations and LEU Limitations for End of Program (EOP)

For any remaining portion of a program that is more than half of an academic year (AY) but less than a full AY, the remaining portion is divided into two payment periods. The first payment period is the period in which the student successfully completes half of the credits AND half of the weeks of instructional time in the remaining portion. A student may receive less than a Scheduled Award in an award year, if the program crosses award years and the student's Pell Grant award in one of the award years is for a portion of the program that is less than a full AY.

- The annual award for a student in a nonterm credit-hour program is taken from the full-time payment schedule even if the student is attending less than full-time.
- Comparable prorations will be performed based on the number of credits in the payment period as they compare to the credits in the defined AY OR the number of weeks of instructional time in the payment period as they compare to the weeks of instructional time in the AY.
- The scheduled Pell award will be multiplied by the lesser of the 2 calculations to determine the Pell payment.
- If a student has more than 500% Pell LEU, the Pell payment will be the lesser amount between the proration calculation and the remaining eligibility award using the Pell LEU calculator.

Disputing the Accuracy of Pell Grant LEU Information

If a student attending the University chooses to dispute the accuracy of the Pell LEU information found in the Common Origination and Disbursement (COD) System, the University will assist the student in resolving this dispute. The University will not escalate the matter should it discover the amount of the Pell Grant LEU percentage being disputed would not, if corrected, make the student eligible for additional Pell Grant funding.

However, if there is a valid dispute, acceptable documentation to resolve the dispute must be collected. This documentation could include, for example, a written statement from the previous institution confirming the student never attended, or at least never received Pell Grant funds from that institution for the award year in question. The University will submit the documentation through the COD Web site. The Department of Education (ED), after its review of the student's assertion and any supporting information submitted, will provide the University with a response and instructions on how to proceed. For further information, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Rounding

The University uses standard rounding rules, applied consistently to all students, and will round Pell and IASG Grant disbursements to the nearest dollar (not to exceed the scheduled Pell/IASG award). See exception under "Pell Payment Calculations and LEU Limitations" section below.

Recalculation

If an expected family contribution (EFC) changes due to corrections, updating, or an adjustment and the EFC change would change the Pell/IASG grant award, the University will recalculate the Pell/IASG award for the entire award year. If, as a result of the recalculation, the student received more Pell/IASG award than the student was eligible for, an overpayment exists. Refer to the Overawards and Overpayments Policy for further information on how to resolve the overpayment.

Retroactive Payments

For all prior payment periods for which a student was an eligible student within the FAFSA award year, the University may pay the total lump sum of retroactive payments in two separate installments one day apart from each other.

Regaining Eligibility

If a student resolves ineligibility criteria while attending the University (e.g. resolves a default or over borrowing), the effective date of regaining eligibility for the Federal Pell Grant and IASG programs begins with the payment period in which the issue is resolved.

Federal Student Aid Fraud Policy

Overview

The Federal Student Aid Fraud Policy addresses the actions the University will take in situations where the University suspects that a student, employee, other individual, or contracted Third-Party Servicer has willfully falsified or misrepresented information for the purpose of obtaining federal student aid that the student would not otherwise be eligible for.

Policy

The University will investigate any student/applicant who is suspected of having engaged in fraud or other criminal misconduct in connection with the application for or receipt of federal student aid programs funds. Following the conclusion of its investigation, if the University has credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the University will refer the information to the Department of Education's Office of Inspector General (OIG).

Federal Student Aid Fraud

Federal student aid fraud is the willful misrepresentation or falsification of information for the purpose of securing federal student aid that the individual is not eligible for or not eligible for to the extent received. Federal student aid fraud can take many forms, including, but not limited to falsification of documents, discrepant information, and/or identity theft. Examples of potential instances of federal student aid fraud include, but are not limited to:

- False claims of high school diploma (or equivalent) completion
- False statements of federal tax return filing status
- False statements of income
- Unresolved conflicting information

- Patterns of misreported information from one federal award year to the next
- Falsified documents (including reporting members that are not part of your household)
- Forged signatures on an application, verification documentation or Direct Loan master promissory notes
- False statements of U.S. citizenship or eligible noncitizen
- False claims of independent student status
- Use of fictitious names, addresses, birth dates, social security numbers
- Identity theft

Federal Student Aid Fraud Investigation

If the University suspects or determines there has been intentional misrepresentation, false statements, or falsification/alteration of documents, which have resulted or could result in the awarding or disbursing of federal student aid funds for which the student is not eligible, the case shall be referred to the University's Student Administrative Services (StAS) Financial Aid Compliance Team for investigation.

When an investigation is initiated, the University will cease processing the student's application for federal student aid, making federal student aid award determinations, and/or disbursing federal student aid funds previously awarded. In addition, the University may cancel the student's previously awarded federal student aid funds and/or return a federal student aid credit balance(s) to ED.

During its investigation, if the StAS Financial Aid Compliance Team determines additional documentation or actions are required, the student will be notified in writing. This notification will provide the documentation or action required from the student and the due date for submission/completion. If the student fails to provide this additional documentation or action by the due date, the University's investigation will be deemed complete.

Upon completion of the University's investigation, the StAS Financial Aid Compliance Team will determine whether or not the student is eligible for continued participation in federal student aid programs, notify the student of its decision, and if necessary report any overpayment of federal student aid funds received to ED or the loan servicer, as applicable.

Federal Student Aid Fraud OIG Referral

If there is any credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the StAS Financial Aid Compliance Team will refer this information to the OIG for further investigation.

Note: The University is only required to refer the suspected case for investigation, not reach a firm conclusion about the conduct.

Inspector General's Hotline: 1-800-MIS-USED

Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1500

HEROES Act Policy

Overview

The HEROES Act Policy ensures service members who are receiving federal financial aid at the University are not adversely affected

because of their military status and minimizes the administrative burden placed on such individuals.

Policy

If an affected individual in one of the categories within this policy notifies the University of his/her affected status, the University will ensure he/she is not disadvantaged because of that status. Contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

Category 1 Individuals

Individuals affected by the waivers and modifications under this category include persons

- who are serving on active duty during a war or other military operation, or national emergency;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency;
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency; or
- suffered direct economic hardship as a direct result of a war or other military operation, or national emergency.

The following waivers and modifications affect Category 1 individuals:

Need Analysis

The University substitutes adjusted gross income plus untaxed income and benefits received in the first calendar year of the award year, or another annual income that more accurately reflects the family's current financial circumstances for which such determination is made for any affected individual, spouse and dependents, if applicable, to reflect the financial condition of an affected individual and family. The University has the option of using the applicant's original EFC, the EFC based on the data from the first calendar year of the award year, or the EFC based on another annual income that more accurately reflects the family's current financial circumstances. If the University chooses to use the alternate EFC, it uses the administrative professional judgment procedures established by the Secretary as discussed in the following section.

The HEROES waivers and modifications is separate from those impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (Refer to the Student Financial Aid Eligibility Policy for information on natural disasters)

Professional Judgment

To more accurately reflect financial need; the University uses professional judgment for affected individuals. The University determines the need for an affected individual by determining the most beneficial of the following:

- The individual's need as determined using the adjusted gross income plus untaxed income and benefits received in the first or second calendar year of the award year;
- The individual's need as determined using another annual income that more accurately reflects the family's current financial circumstances; or
- The individual's need as determined making no modifications. (I.e. an individual's income increased because of serving on active duty).

The University clearly documents the reasons for any adjustment and the facts supporting the decision. In almost all cases, the University will have documentation from a third party with knowledge of the student's unusual circumstances. As usual, any professional judgment decisions made that affect a student's eligibility for a subsidized student financial assistance program will be reported to the Central Processing System.

Title IV Grant Overpayments

A student who withdraws from the University because of an affected individual status is not required to return or repay any overpayment of grant funds based on the Return of Title IV (R2T4) calculations.

The University does not deny federal financial aid eligibility to an affected individual who owes an overpayment. In addition, the University does not contact the student, notify NSLDS, or refer the overpayment to Debt Collection Services. However, the affected individual's file will be documented to include the amount of the overpayment.

The University does not apply any federal financial aid credit balance toward an overpayment before using the credit balance to pay authorized charges; pay the credit balance to the student (or parent, in the case of a PLUS loan); or use the credit balance to reduce the student's federal financial aid loan debt (with the student's authorization).

Verification of AGI and U.S. Income Tax Paid

For an affected individual who is required to file a U.S. income tax return and has been granted a filing extension by the IRS, the University accepts the following:

- A copy of IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return" or a copy of the IRS's approval of an extension beyond the automatic six-month extension (if additional extension was requested); AND
- A copy of each W-2 received for the specified year or, for a self-employed individual, a statement signed by the individual certifying the amount of the AGI and U.S. income tax paid for the specified year

If an affected individual has not filed an income tax return by the filing deadline, in lieu of an income tax return, the University will accept the following to verify AGI and U.S. income tax paid:

- A statement from the individual certifying that he/she has not filed an income tax return or a request for a filing extension because he/she was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency; AND
- A copy of each W-2 received for the specified year, or for a self-employed individual, a statement signed by the individual certifying the amount of AGI and U.S. income tax paid for the specified year

The University may request that an individual granted a filing extension submit tax information using the IRS Data Retrieval Tool, or by obtaining a tax return transcript from the IRS that lists tax account information for the specified year after the income tax return is filed. If the University receives the tax information, it will verify the income information of the tax filer(s).

Category 2 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency; or
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency.

The following waivers and modifications affect Category 2 individuals:

Post-withdrawal Disbursement (PWD)

A student who withdraws because of status as an affected individual and who is eligible for a post-withdrawal disbursement has up to 45 days to respond to a PWD offer. However, at the University's discretion, it may honor the PWD if the student (or parent in case of a parent PLUS loan) responds to the offer after 45 days.

Leaves of Absence (LOA)

The University documents the decision for granting an approved LOA to an affected individual if that individual has difficulty providing a written LOA request because of affected status. The documentation includes both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing.

Treatment of Federal Financial Aid Credit Balance When a Student Withdraws

The University pays any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the balance occurred.

Loan Cancellation

The University allows an affected individual to request a cancellation up to 60 days after the date the University notifies the borrower of the right to cancel. The cancellation may be for all or a portion of a loan for which proceeds have been credited to the account at the University. If the University receives a loan cancellation after the 60-day period, the University may, but is not required to, comply with the request.

Satisfactory Academic Progress

If a student fails to meet the University's satisfactory academic progress (SAP) standards (Refer to the SAP Policy for further information) as a direct result of being an affected individual in this category, the student may request a SAP appeal. The University will approve the appeal based on documentation of military orders.

Category 3 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty, or
- are performing qualifying National Guard duty during a war or other military operation or national emergency.

The following waivers and modifications affect Category 3 individuals.

Institutional Charges and Refunds

If a student is called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency, the student is eligible for a deferral of any balance owed the University. Additionally, the student is eligible for a drop credit request (DCR) for a course if the student begins the course within 60 days of return from deployment. The amount of the credit is dependent upon the number of weeks attended prior to the student withdrawing for military reasons. (Refer to the Finance Policy - Military Deployment/Military Leave)

Category 4 Individuals

Individuals affected by the waivers and modifications under this category include dependents of persons who are

- serving on active duty; or
- performing qualifying National Guard duty during a war, other military operation, or national emergency.

The following waivers and modifications affect Category 4 individuals.

Verification Signature Requirements

A dependent student is not required to submit a statement signed by one of the applicant's parents when no responsible parent can provide the required signature because of the parent's status as an affected individual in this category.

Signatures on the Free Application for Federal Student Aid (FAFSA), Student Aid Report (SAR), and Institutional Student Information Record (ISIR)

A dependent student is not required to provide a parent's signature on the FAFSA, SAR, or submitting corrections electronically when there is no relevant parent to provide a signature because of the parent's status as an affected individual in this category. The high school counselor or financial aid administrator may sign on behalf of the parent as long as the applicant provides adequate documentation concerning the parent's inability to provide a signature due to the parent's status as an affected individual.

Federal Student Aid Leave of Absence Policy

Overview

The Federal Student Aid Leave of Absence (LOA) Policy addresses the impact to Title IV recipient students approved for an LOA. For more information regarding the University's Leave of Absence policy, please see the University's Academic Catalog. Students who need to take a formal break from their program can complete an LOA request form by accessing his/her student website at <https://ecampus.phoenix.edu>.

Policy

Federal Student Aid Disbursements

The University may, at its discretion, disburse Federal Pell Grant, IASG, and/or FSEOG funds to a student on an approved LOA; however, under no circumstances will the University disburse Direct loan funds to a student on an approved LOA. Credit balances resulting from federal student aid funds will be issued within 14 days of the date the credit is created.

Tuition and Fees

The University may not increase a student's tuition and fees (e.g. institutional charges) by approving the LOA. Therefore, if an LOA is approved to begin during a course(s), the University will issue the student an LOA Credit (LOAC) if the student fails to successfully complete this course(s). The amount of the LOAC will ensure that the student's tuition and fees for the payment period do not increase as a result of the University's approval of the LOA. The LOAC will be applied to the first course(s) the student attends after the LOA end date as long as the student returns to his/her program of study within 180 days of their official last date of attendance (OLDA) prior to the LOA start date.

Failure to Return

A student is expected to return from an approved LOA, as scheduled; failure to do so may impact the student's Direct loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance prior to the LOA. In addition, if the student reenters, after withdrawing from the University, the previously approved LOA days will count towards the student's LOA maximum of 180 days in a 12-month period.

Program Change During Approved LOA

If a student returns from an approved LOA and begins a new program, the University will perform a return of Title IV (R2T4) calculation to withdraw the student from his/her initial program of study. The student's last date of attendance in these scenarios will be the last academic related activity (ARA) prior to taking the approved LOA. The University's date of determination will be the Program Change Effective Date/Program Begin Date. Once the University has withdrawn the student from the initial program, the student will be enrolled and awarded federal aid in the new program. (Refer to the Awarding Aid to Transfer Students Policy and Re-Entry Policy for further information)

Overawards and Overpayments Policy

Overview

The Overawards and Overpayments Policy addresses how and when the University is required to resolve overawards and overpayments that occur in a student's federal financial aid package.

Policy

An overaward exists if any of the following conditions are met:

- The University awards federal financial aid to a student who is ineligible for the amount received
- A student's award in an individual federal program exceeds the regulatory maximum
- Student's federal financial aid package exceeds his/her need
- Student's award exceeds his/her cost of attendance (COA)
- Student is receiving a Federal Pell Grant or Iraq and Afghanistan Service Grant (IASG) at multiple schools for the same period of enrollment

An overpayment can occur:

- When an overaward cannot be corrected since some or all federal financial aid disbursements have been made
- Immediately at the time a student receives funds for a federal program for which he/she has zero eligibility

Overawards

Adjusting Disbursements

The University first attempts to eliminate an overaward by replacing the EFC with non-need-based loans, provided the student has not been awarded up to the COA. If the overaward is not resolved by replacing the EFC, the University will eliminate the overaward by cancelling or reducing any future Direct Loans or private loans first. The University may also attempt to eliminate an overaward by using actual COA charges for the academic year. If, after making these adjustments, an overaward still exists, the University will reduce aid in the following order:

- Private Loan
- Direct Graduate/Professional PLUS Loan
- Direct Parent PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Institutional Grant or Scholarship Aid
- State Grant Funds

Federal Pell Grants

The Federal Pell Grant is never adjusted to account for other forms of financial assistance. Therefore, if a student's financial aid package exceeds need, the University will first attempt to eliminate the overaward by reducing other financial aid awarded.

Iraq and Afghanistan Service Grants (IASG)

The IASG, like the Federal Pell Grant, is never adjusted to account for other forms of financial assistance. If a student's financial aid package includes an IASG and the package exceeds the student's need or COA, but the IASG by itself does not exceed the student's need, the University must reduce other financial aid to eliminate the overaward. However, if the IASG payment by itself exceeds the student's COA for a period of enrollment, the total amount of the IASG must be reduced to the federal financial aid (Title IV) COA for the period of enrollment.

If a student receiving an IASG becomes Pell eligible during the award year, the University must treat the Pell Grant as Estimated Financial Assistance (EFA) and may need to adjust the student's financial aid package.

Campus-Based Funds

The University only disburses the Federal Supplemental Education Opportunity Grant (FSEOG) to students who's FSEOG, combined with other estimated financial assistance (EFA) does not exceed the student's financial need.

Estimated Financial Aid Assistance Exceeds Need

Campus-based funding allows for a \$300 overaward tolerance if a student has received additional EFA not included in the calculation of the FSEOG. The \$300 threshold is allowed only if an overaward occurs after Campus-Based aid has been awarded and/or disbursed and the University was unaware the student would receive additional financial assistance.

NOTE: Direct loans do not provide for any type of tolerance in need.

Therefore, if a student received additional amounts of EFA not included in the calculation of the FSEOG and Pell Grant and the amount results in the total EFA exceeding financial need by more than \$300, the University may take, at its discretion, the following steps:

- If the student demonstrates increased financial need and the total amount of EFA does not exceed this increased need by more than \$300, no further action will be necessary.

- If the total amount of EFA still exceeds need by more than \$300, cancel any undisbursed loan or grant funds except for Pell Grant funds.
- If the total amount of EFA still exceeds need by more than \$300, treat it as an overpayment that must be eliminated.

Direct Loans

Direct Subsidized Loans, in combination with other need-based aid, cannot exceed a student's need or COA. Direct Unsubsidized Loans or Direct PLUS Loans, in combination with other EFA, cannot exceed a student's COA.

If the University discovers, before disbursing Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan funds, that a student will receive (or has received) EFA for the period the loan was intended and the combined amount of EFA and loans will exceed the amount of financial aid the student is eligible for, the University will reduce or eliminate the overaward by either:

- Using the student's Direct Unsubsidized Loan, Direct PLUS Loan, state-sponsored or another non-federal loan to cover the EFC, if not already done; or
- Reducing or returning one or more disbursements to eliminate the overaward.

State Grants and Pell Grant funds only

In the event there is an overaward, if a student is awarded state grant funds and Pell Grant funds only, state grant funds will be reduced to eliminate this overaward.

Overpayments

If an overpayment exists, it must be repaid to the Department of Education (ED). The responsibility will determine who must return the funds.

University Responsibility

If the overpayment occurs due to an error made by the University, the University is responsible for the overpayment and must repay the entire amount of the overpayment. The following are examples of overpayments for which the University is responsible:

- Unresolved overawards;
- Failure to complete verification;
- Miscalculated COA;
- Payment in excess of loan limits;
- Application errors or misreporting;
- Required recalculations not performed; or
- R2T4 calculations

In the scenarios listed above, the University may attempt to collect the amount from the student. However, the student is never reported to the National Student Loan Data System (NSLDS) or referred to ED for collection. This debt does not result in the loss of federal financial aid eligibility for the student.

Student Responsibility

If the overpayment occurs due to an error made by the student, the student is responsible for the overpayment and must repay amounts of \$25 or more. The University will notify the student of the repayment and inform the student that failure to repay or make satisfactory arrangements to repay the overpayment will result in loss of federal financial aid eligibility.

If the overpayment is the result of a Return of Title IV calculation, the student must repay amounts of \$50 or more. (Refer to the Return of Title IV Policy for further information)

Inadvertent Overborrowing

Inadvertent overborrowing occurs when a student inadvertently receives Direct Loan funds in excess of annual or aggregate loan limits. A student who has inadvertently overborrowed is ineligible for any further federal financial aid funds until:

- The student has repaid the full excess Direct Loan amount;
- The student makes satisfactory arrangements (loan reaffirmation) with the holder of the loan to repay the excess Direct Loan amount; or
- The student consolidates the Direct Loan(s) which exceeded the annual or aggregate loan limits.

Overpayment Resulting from Return to Title IV

If a student withdraws from the University and as a result of a Return to Title IV (R2T4) Calculation the student has a Federal Pell Grant overpayment, the University immediately sends a written notice to the student requesting repayment of the overpayment amount. The notice, sent within 30 days of the date of determination to any student who owes a grant overpayment as a result of the student's withdrawal from the University, includes a statement that failure to make the repayment, or make satisfactory repayment arrangements with the holder of the overpayment will make the student ineligible for further federal financial aid until the overpayment is resolved. Students are not liable for, and the University is not required to attempt recovery of or refer to the Secretary, a Pell Grant overpayment that is less than \$50 and is not a remaining balance.

If the student fails to repay the Pell Grant overpayment or make satisfactory repayment arrangements, after the University has contacted the student, the University must refer the overpayment to the U.S. Secretary of Education for collection purposes.

Other Resources

Federal financial aid, including other resources (Refer to the Packaging Philosophy Policy for examples of other resources), may not exceed a student's COA and/or federal financial need. At times, the University may receive EFA, in the form of other resources, it was unaware of for a student. If the EFA was received after the end of the period of enrollment for a student who is still enrolled or who is intending to re-enroll, the University will include the EFA for the period in which it was received.

Packaging Philosophy Policy

Overview

The Packaging Philosophy Policy addresses the University's packaging of financial assistance and its process to ensure students' awards do not exceed their total cost of attendance (COA) for an academic year.

Policy

Prior to determining a student's eligibility for federal financial aid, the University confirms a valid output document - Institution Student Information Record (ISIR) - is on file.

The University treats all applicants in the same manner when awarding funds, packaging up to the student's cost of attendance (COA) by replacing the expected family contribution (EFC) with non-need based aid, unless otherwise specified by the student (or parent in case of a PLUS loan).

Loan amounts that exceed the EFC must be counted as estimated financial assistance.

Determining Need

The University subtracts the EFC and all estimated financial assistance (EFA), which includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other resources from the COA to determine need for Subsidized Loan eligibility.

Example:

\$12,500	COA
- 2,500	EFC
- 1,600	Pell Grant
- 500	FSEOG
- 1,400	Scholarship (Other Resources)
\$6,500	Need

Federal Pell Grant/Iraq and Afghanistan Service Grant

The Federal Pell Grant (including those funds awarded under Children of Fallen Heroes or Children of Soldiers) or, alternatively, Iraq and Afghanistan Servicemembers Grant (IASG) is considered to be the first source of financial assistance to the student.

The Iraq and Afghanistan Service Grant is NOT considered EFA. It is never included in determining if a student's EFA exceeds need or COA.

Other Resources (Other Non-Federal Financial Aid Resources)

Other resources are included as estimated financial assistance (EFA) and count against federal financial need and COA.

Other resources include, but are not limited to, the following:

- Grants and scholarships from private organizations
- University grants and scholarships
- Employer Tuition Assistance or Reimbursement, regardless of whether it is paid directly to the University
- Military tuition benefits , including benefits paid under Chapter 101 of Title 10
- AmeriCorps
- University tuition or rEsource Fee discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student's education
- Private loans
- Private and State grants
- Tribal aid
- Funds paid directly to the University for a component of the student's cost of attendance

Note: If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as EFA for packaging purposes. Students should contact Student Financial Services

at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

EXCEPTION: The following benefits are excluded as estimated financial assistance: Chapter 103 of Title 10, Chapter 106A of Title 10, Chapter 1606 of Title 10, Chapter 1607 of Title 10, Chapter 30 of Title 38, Chapter 31 of Title 38, Chapter 32 of Title 38, Chapter 33 of Title 38, Chapter 35 of Title 38, Section 903 of the Department of Defense Authorization Act, 1981, Section 156(b) of the "Joint Resolution making further continuing appropriations and providing for productive employment for the fiscal year 1983, and for other purposes", Provisions of Chapter 3 of Title 37. The University does not count AmeriCorps benefits as EFA when determining eligibility for a Subsidized Direct Loan; however, the University does include AmeriCorps benefits when determining eligibility for a Direct Unsubsidized Loan.

Private loans are NOT considered EFA UNLESS the loan substitutes for the EFC and exceeds it, in which case the loan funds which exceed the EFC are considered EFA.

Determining Remaining Non-Need Based Aid

The University subtracts all estimated financial assistance (EFA), which includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other resources, as well as any Subsidized Loan eligibility from the COA to determine the remaining need for non-need based federal financial aid (Unsubsidized, Parent PLUS, and/or Federal Direct Graduate/Professional PLUS Loans). NOTE: The EFC is NOT included when determining the remaining non-need based aid:

\$12,500	COA
- 1,600	Pell Grant
- 500	FSEOG
- 1,400	Scholarship (Other Resources)
- 3,500	Direct Subsidized Loan
\$ 6,500	Remaining Need for Non-Need Based Aid

Students eligible for a Graduate/Professional PLUS loan who do not request the maximum Direct Unsubsidized Loan amounts they are eligible for, are notified of their maximum Unsubsidized Loan eligibility, the loan interest rate for Direct Unsubsidized Loans and PLUS Loans, providing the opportunity to request the maximum Direct Unsubsidized Loan they are eligible for.

Conflicting Information and Other Resources

At times, the University may become aware of EFA received by the student for which it was previously unaware. This EFA is considered a type of conflicting information by the U.S. Department of Education (ED). The University is responsible for resolving ALL conflicting information in a student's file and must ensure any EFA received is accounted for in the student's financial aid award. Refer to the Overaward and Overpayments Policy for what actions the University may be required to take to address this conflicting information.

Student Re-entering the University Policy

Overview

The Students Re-entering the University Policy addresses how the University will treat Title IV students when they withdraw from the University and re-enter the same program within 180 days or withdraw from the University and re-enter after 180 days, or re-enter into a different program of study. This federal financial aid Re-entry policy is separate from the institution's Academic Program Re-entry policy.

Policy

Introduction

When a student withdraws from the University and subsequently returns, the timing of the student's return and the program into which the student returns will determine the student's financial aid award.

There are three categories:

- Student re-enters the same program within 180 days from his/her withdrawal;
- Student re-enters the same program more than 180 days after his/her withdrawal; or
- Student re-enters into a different program, regardless of when the student returns.

In assessing whether a student returned within 180 days, the 180 days is determined by counting the days between the student's official last date of attendance (OLDA) in a course required of the program and the start date of the first course the student attends after returning to the program. OLDAs that occur during a course extension period or a University institutionally scheduled break are excluded; in these instances, a prior OLDA that meets the requirements is used for the count of days (see the Return of Title IV Policy for further information).

Re-entry within 180 days to the same program

When a student withdraws from the University and re-enters within 180 days to the same program at the University, the student remains in the same payment period the student was in when originally withdrawn. Upon the student's re-entry, the University will evaluate and update, as needed, the student's academic year, loan period, payment periods, and disbursement dates according to academic year definitions (Refer to the Academic Year Definition Policy and Disbursements Policy for further information). Regardless of these updates, however, the student's cost of attendance will reflect the original educational costs associated with the payment period from which the student withdrew.

Typically, the student is not eligible for any additional federal financial aid unless the student's previously awarded and/or disbursed federal financial aid funds have been cancelled or returned when the student withdrew.

Presuming the student's eligibility for federal financial aid funds has not changed, in these instances the student is immediately eligible to receive the cancelled or returned federal financial aid funds. The University will take the following actions, if applicable, for a student who re-enters the same program within 180 days:

- Reinstate any federal financial aid funds for the payment period or academic year that had been awarded and then cancelled
- Disburse federal financial aid for the payment period the student was otherwise eligible for that had not yet been disbursed at the time the student withdrew
- Re-disburse federal financial aid that was disbursed and returned under the Return of Title IV (R2T4) provisions

- Cancel any overpayments assessed to the student as a result of the prior withdrawal
 - If a student withdrew, had a previous overpayment referred to Debt Resolution Services, and re-enters within 180 days, the University will send Debt Resolution Services a fax identifying the student overpayment. The fax will state the overpayment should be made void as the student has returned to the University.

When determining the award year from which federal financial aid funds will be re-disbursed or awarded/disbursed, the University must determine whether or not the original federal award year used to award federal financial aid for the applicable payment period remains open with the U.S. Department of Education. Once this determination is made, the University will proceed as follows:

- Federal Pell Grant:
 - Original Federal Award Year Open
 - The University will reinstate and disburse Federal Pell Grant funds under this Federal Award Year through the Common Origination and Disbursement (COD) website.
 - Original Federal Award Year Closed
 - The University will request the Federal Award Year be opened through the COD website, and
 - Once open, the University will reinstate and re-disburse Federal Pell Grant funds under this Federal Award Year through the COD website.
- Campus Based:
 - Funds Available from Original Federal Award Year
 - If the student was awarded campus-based funds and the funds are still available from the original federal award year, the University will reinstate and disburse campus based program funds from the original federal award year.
 - Funds Not Available from Original Federal Award Year
 - If the student was awarded campus based program funds and the funds are no longer available from the original federal award year, the University may, at its discretion, award campus based program funds from the current federal award year if funds are available. However, this does not increase the annual maximum campus-based funds award a student may receive.
- Federal Direct Loans:
 - Original Federal Award Year Open
 - If the student was awarded Federal Direct Loan (DL) funds and the federal award year used to award these DL funds is still open, the University will re-instate and disburse the DL funds under this Federal Award Year through the COD website.
 - The cost of attendance (COA) and expected family contribution (EFC) will reflect the educational costs associated with this Federal Award Year used to award the DL funds..
 - Original Federal Award Year Closed
 - If the student was awarded Federal Direct Loan (DL) funds and the Federal Award Year used to award these DL funds is closed, the University will request the Federal Award Year be opened through the COD website, and
 - Once open, the University will reinstate and re-disburse the DL funds under this Federal Award Year through the COD website.
 - The COA and EFC will reflect the educational costs associated with the original Federal Award Year used to award the DL funds initially.

If a student returns to the University within 180 days and before the required federal financial aid funds are returned due to an R2T4 calculation, the University will not return the federal financial aid funds.

Re-entry after 180 days in the same program

When a student withdraws from the University and re-enters in the same program after 180 days have elapsed, the University must award the student based on new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction for the program constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period. (Refer to the Academic Year Definition Policy and Disbursements Policy for further information.)

If the start of the program's new AY overlaps with its previous AY, meaning the start of the program's new AY begins before the calendar end date of its prior AY, all prior federal financial aid funds disbursed will be taken into consideration when packaging the student for the new AY.

Re-entry into a Different Program of Study (within or after 180 days)

When a student withdraws from the University and re-enters into a different program of study at any time, the University will award the student based on new payment periods in the new program. (Refer to the Academic Year Definition Policy and Disbursements Policy for further information.)

If the start of the new program's AY overlaps with the previous program's AY, meaning the start of the new program's AY begins before the calendar end date of the prior program's AY, all prior federal financial aid funds disbursed for the prior program's AY will be taken into consideration when packaging the student for the new program's AY.

Return of Title IV Policy

Overview

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. A R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the payment period AND all funds awarded for that period have been disbursed.

Withdrawal Date

The University's Withdrawal Policy states for official, unofficial, and administrative withdrawals the University will use the student's last academically related activity (ARA) to establish the student's withdrawal date.

Exceptions

However, if this date occurs during an institutionally scheduled break or during a course extension period, it will not be used to establish a student's withdrawal date at the University for the R2T4 calculation purposes. In these instances, the student's withdrawal date and date of determination for the R2T4 calculation purposes will be established as follows:

Withdrawal Date

If a student posts an ARA during an institutionally scheduled break or during a course extension period, the University will look for the most recent ARA that occurred prior to the start of the institutionally scheduled break or course extension period. This ARA will be used as the last date of attendance or withdrawal date for Title IV purposes.

Date of Determination

The Date of Determination (DOD) for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.

For example:

The University has a scheduled holiday break from December 20 thru January 4. The student posts an ARA on December 19th and December 27th. The student withdraws. The student's last ARA was on December 27th, which was during the scheduled break. The student requires an R2T4 calculation; the student's withdrawal date for the R2T4 calculation would be December 19th (the most recent ARA prior to the scheduled break). In addition, the DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of the payment period completed applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period. The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student's academic year. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
- The University originated the award to the student for the TEACH Grant program

The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following: (Additional information is available in the Disbursements Policy)

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Second disbursements of DL for the period that the University is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
- Disbursements of DL or Perkins loan funds for which the borrower has not signed a promissory note.
- Disbursements of Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds to a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Secretary in the Federal Register.
- Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.
- Disbursements of DL funds to a first-year, first-time borrower who withdraws before the 30th day of the student's program of study

Inadvertent Overpayments

An inadvertent overpayment occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance but prior to the University's determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days of the University's date of determination that the student withdrew (Refer to the Disbursements Policy for further information).

Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal. (Refer to the Verification Policy for additional information.)

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday and administrative breaks of five or more consecutive days.

Percentage of Federal Financial Aid Earned

The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of attendance in the payment period. This percentage is determined using the University's rate of progression calculation. If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

To recognize that students completing more than 60% of the payment period earn 100% of their federal financial aid, amounts of .6001 through .6004 are not rounded for purposes of determining whether a student earned 100% of the federal financial aid for the payment period.

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

Number of calendar days completed in the payment period

Total number of calendar days scheduled to complete in the payment period

Total Calendar Days Completed in the Payment Period

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the payment period start date to the student's last date of attendance.

Required Adjustments to Calendar Days Completed in the Payment Period

Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the student's last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
 - Holidays
 - Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Total Calendar Days scheduled to complete in the Payment Period

The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period.

Required Adjustments to Total Calendar Days Scheduled to Complete in the Payment Period

Additional calendar days will be added to the payment period for unsuccessful course(s) completions with grades of I, IX, IP, QC, F, or W that occurred in a course prior to the course the student's last date of attendance occurs within.

If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:

- Associates Program (9-week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5-week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associates Program (5-week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master's/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master's /Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.
- Competency Based Education (CBE) Program - 112 days if one to four courses are needed

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in but did not complete at the time of withdrawal.

Calendar days are removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date to the payment period end date:

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative closures
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Rate of Progression Examples

The following illustration demonstrates how an institution calculates the "total days completed" and the "total days scheduled to be completed" in a payment period when there are calendar days that must be excluded from the rate of progression calculation.

# of days completed in the payment period	
<hr/>	
Total # of calendar days scheduled to be complete in the payment period	
<hr/>	
Days Completed	= $\frac{76}{140} = 0.5428 = 54.3\%$
Days in Payment Period	140

Days Completed

To determine the total calendar days completed by the student (numerator), calculate the number of calendar days from the first day of the payment period to the student's last date of attendance, then subtract all applicable exclusion periods.

Days Scheduled to be Completed

To determine the total calendar days scheduled to be completed in the payment period (denominator), calculate the number of calendar days from the first day of the payment period to the last day of the payment period, then subtract all applicable exclusion periods. In this example, the student completed 54.3% of the payment period.

Title IV Credit Balance and the return calculation

A Title IV credit balance created during the period is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released.

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

Within 14 days of the date that the University performs the R2T4 calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:

- Pay authorized charges at the University.
- To the student (or parent for a PLUS loan).

The University applies its own refund policy before allocating a federal financial aid credit balance. However, the University does not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs. (Refer to the Federal Financial Aid Credit Balance Policy for further information)

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source. When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

University (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the entire payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's account. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include

full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus or, as applicable. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

Tuition waivers for military students and Campus Footprint initiative are not counted as Estimated Financial Aid (EFA) and will be subtracted from institutional charges in the R2T4 calculation.

If after the student withdraws, the University changes the amount of institutional charges it assessed or decides to eliminate all institutional charges, those changes do not impact the institutional charges or aid earned in the calculation.

The University returns federal financial aid funds to programs in the following order, up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Direct PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned.

The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. (Additional information is available in the Overawards and Overpayments Policy)

The University may round final repayment amounts, for which the University and student are responsible, to the nearest dollar.

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn. If a student is eligible for a post-withdrawal disbursement, refer to the Disbursements Policy for information on specific timelines.

Deceased Student

If the University receives reliable information indicating an individual borrower or student for whom a parent received a PLUS loan dies, the University suspends further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a discharge based upon other reliable documentation supporting the discharge request.

Determination of Withdrawal of a Deceased Student

The withdrawal date for a deceased student is the last date of academic attendance or attendance at an academically related activity determined from University attendance records. The date of determination is the date the University becomes aware of the student's death.

Return of Title IV Funds for a Deceased Student

The amount of federal financial aid funds earned by the student is calculated according to the Return of Title IV Funds (R2T4) calculation. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the student in the case of a PLUS loan, the difference between these amounts is returned to the appropriate federal financial aid programs. The University does not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student's estate is not required to return any federal financial aid funds.

The following represents procedures the University follows if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the completion of the R2T4 and the University's refund calculations:

- Pay authorized charges owed to the University.
- Return any federal financial aid grant overpayments owed by the student for previous withdrawals from the University.
- Return any remaining credit balance to the federal financial aid programs.

If the University previously referred a grant overpayment to Debt Resolution Services, documentation will be forwarded by the University indicating the student is deceased. Based on this information and documentation, Debt Resolution Services will remove the overpayment from the student's records.

Although the student may be eligible to receive a post-withdrawal or late disbursement, the University is prohibited by federal financial aid Title IV regulations from further disbursements and will, therefore, not request additional funds from federal financial aid programs nor send out a post withdrawal letter.

Federal Financial Aid Satisfactory Academic Progress (SAP) Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (FA SAP) policy determines whether an otherwise eligible student is meeting FA SAP in an educational program and may receive financial aid under the Title IV, HEA programs. This FA SAP policy does not supersede the institution's academic SAP policy.

Policy

The University will calculate a student's FA SAP based on the student's primary program. Students must maintain FA SAP throughout the duration of their primary program to remain eligible for federal financial aid. FA SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's primary program. For any questions regarding FA SAP, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Qualitative Measure

Grade Point Average

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a program GPA of 3.0 at the end of each completed payment period.

The University uses the GPA provided by the academic system of record at the time FA SAP is evaluated (e.g. at the completion of the payment period).

If a student applies for and is granted an academic reprieve for a course(s), the program GPA being used to evaluate FA SAP will be different than the program GPA recorded for academic purposes by the University's Registrar. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.

Qualitative Exclusions

The following are excluded from the qualitative computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
 - In Progress Extension (IX)
 - AUDIT (AU)
 - Incomplete (I)
 - In Progress (IP)
 - No grade awarded (QC)
 - Passing (P)
 - Withdrawal (W)
 - Withdrawal/Failing (WF)
 - Waived with Credit (WC)
 - No Credit (NC)
- Orientations with the following completion statuses:
 - Orientation Complete (OC)
 - Orientation Not Complete (ON)
 - Orientation Extension (OX)

Quantitative Measure

The University provides the total credit hours required to complete each academic program. Pace of completion is automatically evaluated for all periods of attendance at the University, including periods the student did not receive federal financial aid.

Transfer credits, taken at other institutions and applied towards the student's primary program/version at the University, are included in both attempted and completed hours when measuring the student's pace of completion.

Maximum Timeframe

The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student's primary program to ensure completion of the program within the 150% maximum timeframe.

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status.

Pace of Completion

The quantitative measure for the pace of completion is calculated using the following formula:

Cumulative number of credit hours the student successfully completed

Cumulative number of credit hours the student attempted

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the cumulative credit hours attempted toward completion of the primary program. Credit hours taken at other institutions and accepted toward a student's primary program at the University are included in both attempted and completed credit hours when measuring pace of completion.

Courses from which the student posts an academic related activity and subsequently withdraw are counted as attempted credit hours when calculating the quantitative measurement or program pace.

Included in Pace of Completion

The following are included as attempted in the pace of completion calculation:

- Courses completed with the following grades:
 - A, B, C, D, and F (+/-)
- Incompletes (I, IX and IP)
- Withdrawal/Failing (WF)
- No grade awarded (QC)
- Courses that are waived with credit (WC)
- Pass (P)

The University rounds the calculation to the nearest hundredth of a percentage to determine if SAP has been met or not (example: 66.666 = 66.67%)

If a student applies for and is granted an academic reprieve for a course(s), the course will continue to be included in the pace of completion calculation. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.

Evaluation

The University evaluates FA SAP for the student's primary program, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned an FA SAP status.

Financial Aid Warning

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

Financial Aid Disqualification

If a student on FW status does not meet FA SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status. Students who are placed on an FD status are ineligible for federal financial aid.

The University will not disburse federal financial aid funds to stu-

dents on FD status.

Financial Aid Probation

If a student is placed on FD, the student may apply for an SAP appeal. Students on FD status who are granted a financial aid appeal is approved will be placed on financial aid probation (FP) status. Students who are placed on an FP status are eligible for federal financial aid for one probationary payment period. The University will disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. At the completion of this probationary payment period, the student must meet the University's FA SAP standards to maintain federal financial aid eligibility.

Student Notification

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

Student Financial Aid Appeals

Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an FA SAP Professional Judgment (PJ) Form to Student Financial Services - Operations. The FA SAP PJ form is located on the student website. If there are significant extenuating circumstances, the student's eligibility for federal financial aid may be reinstated for one financial aid probation payment period.

The FA SAP PJ team reviews all appeals on a case-by-case basis. Approval and/or reinstatement of federal financial aid eligibility are not guaranteed. Approval is only granted when there are significant extenuating circumstances.

The University allows a student to have a maximum of two approved appeals during their lifetime at the University. These appeals cannot be consecutive. Examples of significant extenuating circumstances may include, but are not limited to the following:

- Death of a relative
- An injury or illness of the student
- Other unusual or special circumstances

Students must explain on the FA SAP PJ Form why the nature and timing of their significant extenuating circumstance(s) directly prohibited them from meeting and maintaining FA SAP, and what has changed in their circumstances that would allow them to demonstrate FA SAP at the next evaluation. If students have more than 12 credits remaining in their primary program, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully.

All decisions made by the FA SAP PJ team are final.

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making FA SAP regains eligibility only when the student meets the University's FA SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting FA SAP requirements, the student must pay for credit hours taken during the ineligible payment period using non-federal financial aid funds. If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

If the student meets all FA SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

Program Changes

Students who change primary programs at the University are re-evaluated to determine which credits apply to the new primary program. The student's FA SAP status at the beginning of the new program will be RG and will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student's FA SAP status will reflect the last status of the original program. Refer to the Program Changes at the University section in the Consumer Information Guide for further information.

The University will calculate the qualitative and quantitative FA SAP measures based on all successfully completed courses applicable to the new primary program. This includes those courses taken in a previous primary program that the student successfully completed and that apply to the new primary program.

Re Enters

If a student withdraws from the University and subsequently re-enters into the same primary program, whether within 180 days or after 180 days, the FA SAP status at the time of re-entry and for the first payment period upon re-entry will be the FA SAP status the student had prior to his/her withdrawal.

If the student re-enters, at any point, into a different primary program, the FA SAP status will reset to Regular Student (RG) status.

Repeat Courses

Grades for prior attempts, whether successfully completed or not, are excluded when calculating the qualitative (GPA) component. However, credits from all attempts are included when assessing if the student meets the quantitative (pace and maximum timeframe) component.

Note: Repeat courses taken in a primary program are counted in the FA SAP status for that primary program.

Awarding Aid to Transfer Students Policy

Overview

The Awarding Aid to Transfer Students policy documents the University's treatment and determination of federal financial aid eligibility for students who transfer to the University from another school or advance programs (a.k.a. finish one program and begin another program) or change programs at the University.

Policy

Definitions

Transfer Student

A Student who enrolls in a program at the University who has overlapping academic years (AY's) with a prior program, either at the University or at another institution are referred to as a transfer student. An overlapping AY exists if the student begins a program at the University prior to the expiration of the student's prior AY. There are 3 types of transfers: external, internal, and advancing programs.

External Transfer Student

Student previously attended a program at an institution other than the University of Phoenix.

Internal Transfer Student

Student previously attended a program at the University of Phoenix but did not complete this program.

Advancing Program Student

Student previously attended a program at the University of Phoenix, completed this program, and began another program at the University.

Awarding Federal Aid

For all types of transfers, the University will award all federal financial aid (Federal Pell Grant, IASG, FSEOG, and Direct Loans) based on a full academic year in the (new) program at the University. (Refer to the Academic Year Definition Policy for further information on defined academic years).

Overlapping Academic Years

An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This most commonly occurs when a student starts with the University after recently attending a different institution, when a student completes a prior program at the University and begins another program, or when a student changes programs at the University. Students in these scenarios should contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 1-888-346-8679 to determine if they have overlapping academic years and if their financial aid eligibility will be impacted.

Federal Pell Grant Award

A student cannot receive more than 100 percent (or 150 percent, if the student is enrolled and eligible for a Year-Round Pell award) of his or her scheduled Pell Grant award for a federal award year. (Refer to the Federal Pell Grant-IASG Policy for additional information). When a student has already received a Federal Pell Grant during the same federal award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has already received in order to calculate the student's remaining eligibility (if any) for a Federal Pell Grant award. The University also ensures the student does not exceed the Pell Lifetime Eligibility Used (PELL LEU).

The remaining Federal Pell Grant award amount may not be divided equally across the payment periods (PP) in the new program. Instead, the Federal Pell Grant funds must be disbursed in an amount up to the student's remaining eligibility for each PP, except that no PP disbursement can exceed 50% of the scheduled Pell Grant annual award.

Pell Example: A student received a portion of a Federal Pell Grant for a program at ABC University, withdrew and then enrolled in a program at the University. The AY for the program at ABC University overlaps with the AY for the program at the University during the same federal award year.

Calculation to Determine Pell Grant Award Amount

100% Scheduled Pell Grant Award at the University	\$6,345
Percentage of Pell Scheduled Award already used at ABC University from ED (Calculated and provided by ED)	25%
Percentage of Remaining 100% Pell Scheduled Award (100% minus % Pell Scheduled Award used at ABC University)	$100\% - 25\% = 75\%$
Student's maximum 100% Federal Pell Grant Award at the University (100% Pell Scheduled Award multiplied by Percentage of Remaining Eligibility)	$\$6,345 \times 75\% = \$4,759$

The student's remaining Federal Pell Grant eligibility is \$4,749. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled Pell Grant award in the first PP. If the second PP of the AY in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

The University rounds to the nearest whole dollar when calculating Federal Pell Grant disbursement amounts.

University's Program's Academic Year 1 Federal Pell Grant Award

First PP	Second PP
\$ 3172	\$1,586

Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the loan(s) at the University may not exceed the remaining balance of the student's annual loan limits after the disbursements in the previous program are considered. The University also ensures the loan(s) awarded do not permit the student to exceed their lifetime aggregate undergraduate/graduate borrowing limits.

Direct Loan Example: A student received Subsidized and Unsubsidized Direct Loan disbursements at ABC University, withdrew and then enrolled in a program at the University. The AY for the program at ABC University overlaps with the AY for the program at the University.

The student is enrolled in a program at the University as a first year, independent undergraduate student with maximum annual Subsidized Direct Loan eligibility of \$3,500 and Unsubsidized Direct Loan eligibility of \$6,000.

Direct Loan Disbursements made by ABC University

Subsidized Loan disbursed	\$1,750
Unsubsidized Loan disbursed	\$2,000

The University must now determine the student's remaining Subsidized and Unsubsidized Direct Loan eligibility for the 1st AY in the program at the University.

Calculations to Determining Direct Loan Award Amounts

Remaining Subsidized Loan Eligibility (Annual Subsidized Direct Loan Limit - Subsidized Direct Loan funds disbursed)	$\$3,500 - \$1,750 = \$1,750$
Remaining Unsubsidized Loan Eligibility (Annual Unsubsidized Loan limit - Unsubsidized Loan funds disbursed)	$\$6,000 - \$2,000 = \$4,000$

These remaining loan fund amounts will be disbursed based on the PPs in the AY/LP at the University. (Refer to the Disbursements Policy for additional information)

Federal Supplemental Opportunity Grant Awards

The Federal Supplemental Opportunity Grant (FSEOG) will follow the same awarding process as the Federal Pell Grant program and Direct Loan Program, starting a new academic year and payment periods based on the program the student is transferring/advancing into at the University.

Verification and Conflicting Information Policy

Overview

Institutions are required to verify information provided by students selected for verification. In addition, institutions are required to identify and address any conflicting information in its records for the student. The Verification and Conflicting Information Policy addresses the Department of Education (ED) different verification groups, types of documents acceptable to complete verification.

Policy

The University is required to verify students whose FAFSA information is selected for verification by the Central Processing System (CPS). The institutional student information record (ISIR) or student aid report (SAR) document received from the CPS will indicate whether the student's application is selected for verification. Students selected for verification must submit all required documentation requested by the University by the applicable deadline to be reviewed for federal financial aid eligibility. The University will not disburse any federal financial aid funds until verification is completed. Students not selected by the CPS or who are exempt from verification but choose to provide taxes or other supplemental documents are not considered selected for verification. However, the University must review all documents provided and resolve any conflicting information prior to awarding and/or disbursing federal financial aid. All documents provided are retained as part of the student financial aid file.

Standard Verification Group (V1)

The University is required to verify the following information for students selected for standard verification:

- Tax Filers
 - Adjusted Gross Income
 - U.S. Income Tax Paid
 - Untaxed Portions of IRA Distributions and Pensions
 - IRA Deductions and Payments
 - Tax Exempt Interest Income
 - Education Credits
 - Number of Household Members
 - Number in College
- Non-Tax Filers
 - Income Earned from Work
 - Number of Household Members
 - Number in College

Custom Verification Group (V4)

The University verifies the following information for students selected for custom verification:

- High School Completion Status
- Identity/Statement of Educational Purpose

Aggregate Verification Group (V5)

The University verifies the following information for students selected for aggregate verification:

- High School Completion Status
- Identity/Statement of Educational Purpose
- Tax Filers:
 - Adjusted Gross Income
 - U.S. Income Tax Paid
 - Untaxed Portions of IRA Distributions and Pensions
 - IRA Deductions and Payments
 - Tax Exempt Interest Income

- Education Credits
- Number of Household Members
- Number in College
- Non-Tax Filers:
 - Income Earned from Work
 - Number of Household Members
 - Number in College

Acceptable Documentation V1 and V5

The following documentation is acceptable for completing verification of tax filers:

- Specified tax year's tax account information of the tax filer that the Secretary has identified as having been obtained from the Internal Revenue Service (IRS) through the IRS Data Retrieval Tool and that has not been changed after the information was obtained from the IRS;
- A transcript obtained at no cost from the IRS or other relevant tax authority of a U.S. territory (Guam, American Samoa, the U.S. Virgin Islands) or commonwealth (Puerto Rico and the Northern Mariana Islands), or a foreign government that lists 2019 tax account information of the tax filer; or
- A signed copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority of a U.S. territory, or a foreign government that lists the specified tax year's tax account information of the tax filer.

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where a student, spouse, and/or parent may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Victims of Identity Theft

For an individual who was a victim of IRS tax-related identity theft, the University may accept the following documentation:

- A Tax Return DataBase View (TRDBV) transcript obtained from the IRS; and
- A statement signed and dated by the tax filer indicating that he or she was a victim of IRS tax-related identity theft and that the IRS has been made aware of the tax-related identity theft.

If a filer is unable to obtain a TRDBV transcript, he/she may submit other official IRS documentation as long as it contains all the information needed to complete verification. However, the filer must first attempt to get a TRDBV before he/she can use a copy of other official IRS documentation.

Filers of Joint Returns Who Are No Longer Married

If the filer of a joint return has become widowed, divorced, or separated since filing the return, for verification purposes, it may be necessary to determine the individuals' income and taxes paid using the joint tax transcript and the relevant IRS W-2 forms.

The following documents are required from the student/spouse/parent in order to perform a separation of income (SOI):

- A signed and dated SOI Authorization Form,
- A transcript obtained from the IRS or other relevant tax authority that lists the specified tax year's tax account information of the tax filer(s); or
- A copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority that lists the specified tax year's tax account information of the tax filer(s); and
- A copy of IRS Form W 2 for each source of employment income received for the specified tax year or an equivalent document

- In some scenarios, all schedules, forms, and/or worksheets for the tax filing

The University will confirm or update the AGI and income based on the documentation submitted and use the proportional distribution method to determine taxes paid.

Amended Tax Return

When the University becomes aware that a tax filer has filed, or will file, an amended tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS for the specified tax year, in addition to one of the following:

- An IRS Tax Return Transcript (that will only include information from the original tax return and does not have to be signed), any other IRS tax transcript(s) that includes all of the income and tax information required to be verified, or a copy of the tax return; OR
- IRS DRT information on an ISIR record with all tax information from the original tax return

In rare cases, when an applicant and/or spouse, or parent(s) did not file an IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that includes the change(s) made by the IRS, in addition to one of the items mentioned above.

Other Tax Returns

If the tax filer filed a tax return with Commonwealth of Puerto Rico, the U.S. Virgin Islands, the Commonwealth of the Northern Mariana Islands, or Guam, the University will obtain a signed copy of the income tax return filed with the relevant tax authority.

If the tax filer filed a tax return with the tax authority for American Samoa, the person must provide a copy of his/her tax account information.

If the tax filer filed a tax return with tax authorities not mentioned above, (i.e. foreign tax authority) and the person indicates that he/she is unable to obtain the tax account information free of charge, the person must provide documentation that the tax authority charges a fee to obtain that information, along with a signed copy of his/her income tax return that was filed with the relevant tax authority.

The income and tax information are converted to U.S. dollars and the University uses the information on the forms that most closely correspond to the income information reported on an IRS tax return. If an individual from a foreign country is not required under the country's government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.

Filing Extensions

If the individual has been granted an automatic six-month extension by the IRS, the applicant must still verify income and tax information either by using the IRS Data Retrieval Tool or by submitting to the University an IRS Tax Return Transcript. If the required documentation is not submitted to the University by the established deadline, the student must return all Title IV aid disbursed before the student was selected, except for Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans. However, this is not applicable to individuals granted a filing extension beyond the University's established deadline because the individual was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency (Refer to the HEROES Policy for further information).

If the individual(s) has been granted a filing extension by the IRS beyond the automatic six-month extension for the tax year, the

University will accept the following as documentation:

- A copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return;"
- A copy of the IRS's approval of an extension beyond the automatic six-month extension for the applicable tax year;
- Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2020, except dependent students ("Verification of Nonfiling Letter");
 - See "Non-Tax Filers" section below if individual is unable to obtain a "Verification of Nonfiling Letter"
- A copy of the IRS Form W-2 for each source of employment income received for the applicable tax year by an individual that has been granted a filing extension; AND
- If self-employed, a signed statement certifying the amount of the AGI and U.S. income tax paid for the specified tax year;

Note: The University will not delay completing verification if the above documentation is submitted for those individuals granted IRS extensions. However, if the University receives the actual IRS transcript at a later date, it must reverify the AGI and taxes paid.

Non Tax Filers

Students, spouses, and/or parents who have not filed a tax return, and are not required to file, will not have an AGI. They must report income earned from work on the FAFSA, including any income reported on the individual's W-2 forms, and other earnings from work not reported on these forms. If selected for verification and income was earned, the student, spouse, and/or parent are required to provide copies of W-2 forms from each employer. In addition, the person must provide a signed statement certifying the sources and amounts of income earned from work not on W-2s and that the person has not filed and is not required to file a tax return. The University will also require the person (except dependent students) to submit a "Verification of Nonfiling (VNF) Letter" from the IRS dated on or after October 1, 2020. If an individual is unable to obtain VNF from the IRS and the University has no reason to question the good-faith effort to obtain the required documentation, the University will accept the following:

- A signed statement certifying that the individual
 - Attempted to obtain the VNF from the IRS or other tax authorities and was unable to obtain the required documentation; and
 - Has not filed and is not required to file an applicable income tax year return, and a listing of the sources of any applicable year income earned by the individual from work and the amount of income from each source; and
- A copy of IRS form W-2, or an equivalent document, for each source of applicable tax year employment income received by the individual

If a student, spouse, and/or parent submits a signed statement claiming non-tax filer status and the University has reason to believe the person was required to file a U.S. tax return, this constitutes conflicting information and must be resolved.

The following is a chart to assist in determining whether or not an individual is required to file an income tax return.

If your filing status is...	AND at the end of 2020 you were...*	THEN file a return if your gross income was at least...**
Single	under 65 65 or older	\$12,400 \$14,050
Married filing jointly***	under 65 (both spouses) 65 or older (one spouse) 65 or older (both spouses)	\$24,800 \$26,100 \$27,400
Married filing separately	any age	\$5
Head of household	under 65 65 or older	\$18,650 \$20,300
Qualifying widow(er)	under 65 65 or older	\$24,800 \$26,100

In addition to the above chart, a person must file a return if any of the conditions below apply for the tax year.

- You owe any special taxes, including any of the following.
 - Alternative minimum tax.
 - Additional tax on a qualified plan, including an individual retirement arrangement (IRA), or other tax-favored account. But if you are filing a return only because you owe this tax, you can file Form 5329 by itself.
 - Household employment taxes. But if you are filing a return only because you owe this tax, you can file Schedule H by itself.
 - Social security and Medicare tax on tips you did not report to your employer or on wages you received from an employer who did not withhold these taxes.
 - Recapture of first-time homebuyer credit.
 - Write-in taxes, including uncollected social security and Medicare or RRTA tax on tips you reported to your employer or on group-term life insurance and additional taxes on health savings accounts.
 - Recapture taxes.
- You (or your spouse, if filing jointly) received HSA, Archer MSA or Medicare Advantage MSA distributions.
- You had net earnings from self-employment of at least \$400.
- You had wages of \$108.28 or more from a church or qualified church-controlled organization that is exempt from employer social security and Medicare taxes.
- Advance payments of the premium tax credit were made for you, your spouse, or a dependent who enrolled in coverage through the Marketplace. You or whoever enrolled you should have received Form(s) 1095-A showing the amount of the advance payments.

- Advance payments of the health coverage tax credit were made for you, your spouse, or a dependent. You or whoever enrolled you should have received Form(s) 1099-H showing the amount of the advance payments.
- You are required to include amounts in income under section 965 or you have a net tax liability under section 965 that you are paying in installments under section 965(h) or deferred by making an election under 965(i).

For a complete listing of who must file an income tax return, visit <https://www.irs.gov/help/ita/do-i-need-to-file-a-tax-return>.

Number in Household

The University requires the student (if dependent, requires the parent) submit a verification worksheet (VWS) listing the name and age of each household member and the relationship of that household member to the student.

NOTE: If, at the time of filing a FAFSA, the household information was correct, the information cannot subsequently be updated. If, at the time of filing a FAFSA, the household information was incorrect the STUDENT must correct the information on his/her student aid report (SAR). The University cannot update incorrect information if the student was not selected for verification.

Number in College

The University requires the student (if dependent, requires the parent) submit a verification worksheet (VWS) listing the name and age of each household member who is or will be attending an eligible postsecondary educational institution. The household member must be at least a half-time student in the specified award year and the name of the educational institution must be listed.

NOTE: If the name of the educational institution listed is not an eligible postsecondary educational institution, the University will make a correction to remove the name of the household member from the in college.

Acceptable Documentation V4 and V5

The University will accept the following as resolution of V4 and V5 verification.

High School Completion

To verify high school completion, the University will accept the following types of documentation:

- High school diploma-
 - A copy of the student's high school diploma;
 - A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or
- Recognized equivalent of a high school diploma-
 - General Educational Development (GED) Certificate
 - California High School Proficiency Examination (CHSPE) Certificate
 - HiSET Completion Certificate
 - Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
 - A copy of the 'secondary school leaving certificate' or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
 - An academic transcript indicating the student successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree

- Homeschool
- If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential is needed
- If the state does not require the above credential, a transcript or the equivalent signed by the student's parent or guardian that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a homeschool setting

Identity/Statement of Educational Purpose

The following is acceptable documentation to verify a student's statement of educational purpose/identity:

- An unexpired valid government-issued photo identification, such as a driver's license or passport
- A signed statement certifying the federal financial aid received will only be used for educational purposes to pay the cost of attending the University for the specified award year.

If the documentation is presented in person, the University will maintain an annotated copy of the ID provided by the student and will include the date the identifying document was received and the name of the University official who obtained the documentation.

If the student is unable to provide the information in person, the following must be provided to the University:

- A copy of a government-issued photo identification, such as a driver's license or passport
 - The copy of the government issued ID does not need to be notarized or signed by the notary; and
- An original notarized statement of educational purpose signed by the student for the specified award year.
 - An original document must contain wet signatures for the student and the notary as well as the required stamp or seal.

Selection after Disbursement

The student or University may submit corrections to the SAR/ISIR, and the student's application may then be selected for verification. If the student's enrollment status is Withdrawn (W), the University is not required to verify the student's information unless the student returns to the University in the same award year. If the student's enrollment status is anything other than withdrawn (W), the University will not make subsequent disbursements until the student's updated application is verified. If the student does not submit verification documents, the student is responsible for repaying all federal financial aid for which he/she is not eligible, including funds already disbursed for the award year. The student does not have to repay any Direct Loan disbursements made prior to selection as these funds will be repaid according to the terms of the master promissory note; however, the University will cancel any further Direct Loan.

Completing Verification

When the University has obtained all necessary verification documents from the student, the documentation is compared to the ISIR/SAR record. If the verification process shows the student's information is correct, and there are no outstanding issues or conflicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid federal output document (ISIR) with an official EFC. Verification is complete once the University has received all the requested documentation and a valid SAR/ISIR (one that has all the accurate and complete information). This includes any necessary corrections, which must be made by the applicable federal deadlines.

If the University has reason to believe a student or parent, if dependent student, is trying to avoid completing verification and/or suspects potential fraud, the University will initiate an investigation of the student. During the period of investigation, the University will cease award and disbursement of all federal financial aid funds to the student. If satisfactory resolution in the investigation cannot be reached, the student will lose eligibility for federal financial aid funds for at least the federal award year. In addition, based on the outcome of the University's investigation, any credible information indicating that the student may have engaged in fraud or other criminal misconduct in connection with his or her application for federal student aid will be referred to the U.S. Department of Education's Office of Inspector General (OIG). Please refer to the University's Federal Student Aid Fraud Policy for more information.

Disbursements

The University will not make disbursements of federal financial aid until verification is completed.

Change Dependency Status due to Change in Marital Status

The University will not update a student's dependency status based on a change in the student's marital status after filing of the FAFSA.

Consequences of a change in FAFSA information

For the subsidized student financial assistance programs, if the FAFSA information changes as a result of verification, the University will submit to the Secretary all changes to a nondollar item or an individual data element that is \$25 or more. The University may choose whether or not it will submit changes to the Secretary when all changes to individual data elements are less than \$25 (not exceeding tolerance).

For the Federal Pell Grant Program, if there is a change as a result of verification, the University will recalculate the student's Pell Grant on the basis of the EFC on the correct valid SAR/ISIR. The University will disburse any additional funds under that award only if the University receives a correct valid SAR/ISIR for the student, and only to the extent additional funds are payable based on the recalculation.

For all other subsidized student financial assistance programs, if information changes as a result of verification, the University will adjust the student's financial aid package on the basis of the corrected EFC on the valid SAR/ISIR.

Verification and Professional Judgment

If a student requests a professional judgment and is also selected for verification, the University will require the verification be completed before exercising any type of professional judgment.

Reporting the Student's Verification Status to the CPS

When the University disburses a Federal Pell Grant award, it reports the student's verification status at the time of disbursement when it reports the payment. Note: This reporting requirement applies even if the student's application was not selected for verification. However, the University leaves the verification status code field blank if the student was not selected for verification or the selected ISIR transaction has a CPS transaction process date that is after the date the student was no longer enrolled at the University.

Verification Timelines

The University will require Federal Pell Grant, campus-based, and Direct loan students selected for verification to submit all requested verification documents to the University within 30 days of the notification date informing the student of the requirements. If the documents are not submitted or are incomplete by this deadline, appropriate actions are taken, as required, based upon the student's enrollment status as of the deadline date.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline, but before the earlier of 120 days after the student's last date of attendance or the deadline established by the U.S. Department of Education each award year, the University will review and address eligibility as required.

For the Direct Loan program, if a student fails to provide the required documentation by the 30-day deadline, the University will not originate a subsidized loan application for the student.

If based on corrections, there is an increase in the Federal Pell Grant amount and the student's valid ISIR is received after he/she is no longer enrolled but before the annual Federal Register deadline, the University will pay the student the higher award amount.

Student Notification

The University will notify the student, in writing, of verification requirements and timelines for submission of necessary documents. Selected students receive the following:

- Documentation requirements
- Timeline of 30 days to return the required documentation
- Correction procedures (provided during the initial application process)
- Consequences of not returning the documents within the prescribed timelines, which may include cancellation of tuition deferral and request of immediate payment of outstanding tuition charges
- Information in reference to written notification of award changes resulting from verification, which are forwarded within 20 days of required adjustments

Verification and Crossover Payment Periods

During a crossover payment period (a payment period that includes both June 30 and July 1), the University will award and disburse federal financial aid funds using the first federal award year ISIR that is ready to be used. Once a federal award year ISIR has been used for awarding and disbursing federal financial aid funds, the University will no longer follow up with the student on collecting documents to complete verification unless those documents are needed for a future academic year.

If the University has reason to believe a student is trying to avoid completing the verification requirements and suspects potential fraud, the University will not award federal financial aid funds using the unselected ISIR. Instead, the University will require the student to complete the verification requirements or lose eligibility for the crossover payment period.

Verification Exclusions

The exclusion described here are applicable only to the affected individual. All other requirements for verification still apply to the non-affected parties (i.e. if one parent meets an exclusion, the student and the other parent are still required to complete verification requirements).

A selected student is exempt from the verification requirements based on the following unusual circumstances:

- The student dies,
- The student will not receive federal financial aid for reasons other than failure to complete the verification, or
- The student was selected for verification after from the date the student was no longer enrolled at the University, the University is not aware that the student intends to reenroll for the award year, and no further disbursements (including late) will be made

Parents of a dependent student are exempt from verification requirements if any of the following apply:

- Both parents are mentally incapacitated,
- Both parents or the custodial parent has died
- They reside in a country other than the United States and cannot be contacted by normal means, or
- They cannot be located because the student does not have and cannot obtain their contact information

A spouse of an independent student is exempt from verification requirements if any of the following apply:

- The spouse has died,
- The spouse is mentally incapacitated,
- The spouse resides in a country other than the United States and can't be contacted by normal means, or
- The spouse cannot be located because the student does not have and cannot obtain contact information

If a student selected for verification dies before the deadline for completing verification and does not complete the verification process, the University will not 1) make any further disbursements on the student's behalf, 2) originate or disburse the student's Direct subsidized Loan, and 3) consider any funds disbursed on an interim basis as an overpayment.

The University will document in the student's file the basis for any exclusion, other than the death of a student, using a signed statement from the student.

Verification Following Natural Disasters

If an affected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:

- For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student's file is documented accordingly and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified.
- The University will waive the requirement of a signed verification worksheet verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no parent can provide the required signatures because the parent(s) is affected by a disaster. In these scenarios, the University will note and retain an explanation of why the student's parent(s) was not able to sign the verification worksheet.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed. If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly.

Resolving Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before awarding and/or disbursing federal financial aid funds. If discrepancies are identified that were not present at the time the federal financial aid funds were disbursed, the University will reconcile the conflicting information and the student will be responsible for the repayment of any federal financial aid funds they were not eligible to receive. The University will report the student to ED as a federal grant and/or loan overpayment to collect repayment of these funds from the student.

Examples of conflicting information may include, but are not limited to the following:

- Social security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/parent was required to file a tax return)
- Number in household
- Number in college
- Student or parent marital status
- High school completion
- Untaxed income or resources
- Other Resources, such as Employer Tuition Reimbursement (See the University's Packaging Philosophy Policy for other examples of "other resources")

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STUDENTS' RIGHTS AND RESPONSIBILITIES

Students' Right to Privacy

The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar's Office or local campus office.
2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.
3. Students will be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.
4. Students' written or authorized electronic consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Registrar's Office or the student portal at: <http://my.phoenix.edu>.

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-A206, Phoenix, AZ 85040, Fax (480) 643-1600.

Student Organizations

It is the policy of University of Phoenix (UOPX) to provide our students with opportunities to form student organizations that are recognized under the University's Conditions of Recognition for Student Organizations (RSO).

Conditions of Recognition for Student Organizations

The University has established the following minimum criteria that each student organization must meet to be recognized by, and to function within, the University of Phoenix community:

- A Recognized Student Organization (RSO) is independently installed, organized, and managed by students enrolled and actively attending the University.
- All student members of a University RSO must be enrolled in and must have posted positive attendance within the last 90 days.
- RSOs must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- RSOs are recognized by, but not official units of UOPX.
- RSOs must have a published purpose/mission and goals/objectives, operate under a formal leadership/governance structure, participate in the annual assessment process, and maintain membership rosters, financial statements, meeting minutes, assessment plans and reports, etc. These items shall be submitted upon initial application and upon annual review or more frequently, as required or requested.
- Recognized Student Organization Application/Annual Report and Renewal Request submission must be accompanied by an Assessment Matrix attachment with assessment plan sections (Area Assessed, Criteria, University Learning Goals, Measure and Metric) columns completed. At the end of an application/renewal period the Assessment Matrix template submitted the year prior must be updated including the completed Findings and Action Plan sections.
- RSOs must have a University-approved University liaison. The role of the University liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the University liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University..
- RSOs may not possess any financial ties or result in any financial impact to University of Phoenix. All expenses related to installing, organizing, leading, managing, and/or sustaining a RSO are the sole responsibility of the RSO.

- The tax status of the University does not extend to RSOs. RSOs must follow all local, state, and federal guidelines. RSOs have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are RSOs allowed to use the federal tax numbers or designations of University of Phoenix.
- Consistent with the UOPX Mission, RSOs must strive to enhance the student experience, the University culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- RSOs must meet all Conditions of Recognition and agree to abide by all UOPX regulations, policies, and procedures. This includes, but is not limited to, all academic catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- RSOs must be open to all students who meet the membership requirements. RSOs may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- RSOs must submit a Student Organization Recognition application to the UOPX Office of Accessibility, Equity & Inclusion and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognition status will expire at the end of each fiscal year, August 31st. A request for recognition renewal must be submitted no later than August 31st each year to remain officially recognized as a RSO. Exceptions will be made for new RSOs with approval granted between July and December of that same year. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each RSO's recognition and continued compliance with regulatory, policy, and procedural changes.
- RSOs that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate institutional sponsor.
- The bylaws and/or policies for any RSO must meet the minimum standards outlined in the Recognized Student Organizations Handbook.
- RSOs must meet one of the University's approved RSO Types and Recognition Statuses as defined below.

Approved RSO "Types"

- **Academic excluding Honor Societies** - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom.
- **Honor Societies** - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies is typically by invitation and criteria based.

- **Professional** - Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]).
- **Service** - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities.

Approved RSO Recognition "Statuses"

- **University-Level Recognition** - RSOs, which have been approved by the University and the participating student organization's corporate office to install an institutional-level charter/chapter under which all local campus sites would operate. For example, UOPX installed the Delta Mu Delta Lambda Sigma institutional charter in 2009, under which all campus sites are eligible to apply to install a local area co-chapter.
- **Local Campus-Level Recognition** - Additional local campus sites that have been approved by the University to operate under the governance/oversight of the institutional-level recognized charter/chapter. For example, the Phoenix Campus has been approved to install a "co-chapter" which operates under the University's Delta Mu Delta Lambda Delta institutional-level charter.
- **Single Site Recognition** - RSOs which have been approved by the University and the participating RSO's corporate office to install a charter/chapter to operate separately and independently at one of the University's local campus sites.
- **Non-Standard Recognition** - RSOs which do not fit any of the other recognized affiliation statuses may apply for affiliation under this status. These requests are considered on a case-by-case basis.

Equal Opportunity, Harassment, and Nondiscrimination

Policy on Nondiscrimination

The University is committed to providing an educational environment that is free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting equity in all aspects of the educational program or activity, the University has developed policies and procedures that provide a prompt, equitable, and impartial process for allegations of discrimination or harassment on the basis of protected class status and for allegations of retaliation.

Resolution Services oversees implementation of the University's policy on Equal Opportunity, Harassment, and Nondiscrimination. The University's Title IX Coordinator has the primary responsibility for coordinating the University's efforts related to investigation, resolution, and implementation of sanctions to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The Title IX Coordinator acts with independence and authority free from bias and conflicts of interest. The members of the Title IX Team are trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents.

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Bridget Beville, Vice President, Resolution Services & Title IX Coordinator
4025 S. Riverpoint Parkway
Mail Stop: CF-K303
Phoenix, AZ 85040
602-557-1823 office
480-273-0455 mobile
TIXC@phoenix.edu

The University's 504 Coordinator is responsible for overseeing efforts to comply with Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide accommodations to otherwise qualified disabled students in all University programs and activities. Questions may be directed internally to:

Kelly Hermann, Vice President, Accessibility, Equity & Inclusion & 504 Coordinator
4025 S. Riverpoint Parkway
Mail Stop: CF-S907
Phoenix, AZ 85040
602.387.9936

Section.504Coordinator@phoenix.edu

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

Scope

The core purpose of this policy is the prohibition of all forms of discrimination. When an alleged violation of this policy is reported, the allegations are subject to resolution using one of two processes outlined below as determined by the Title IX Coordinator. These procedures may be applied to incidents, to patterns, and/or to the campus climate, all of which may be addressed and investigated in accordance with this policy.

Any person whose acts deny, deprive, or limit the educational access, benefits, and/or opportunities of any member of the University community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes defined below is in violation of this policy.

This policy is interpreted broadly to include online and cyber manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the University's education program and activities or use University networks, technology, or equipment.

Jurisdiction

This policy applies to the University's education program and activities, to conduct that takes place on campus or online or on property owned or controlled by the University or at University-sponsored events.

The University may also extend jurisdiction to off-campus and/or online conduct when the Title IX Coordinator determines that the conduct affects a substantial University interest, including any situation that is detrimental to the educational interests or mission of the University and/or has continuing effects on the University community.

Definitions

Advisor: The person chosen by a party or appointed by the University to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at a Formal Grievance Process hearing, if any.

Complainant: The individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected class.

Education Program or Activity: Locations, events, or circumstances where the University exercises substantial control over both the Respondent and the context in which the harassment or discrimination occurs.

Formal Complaint: A document filed by a Complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a Respondent and requesting an investigation of the allegations.

Mandated Reporter: Any University employee obligated by policy to share knowledge, notice, and/or reports of actual or suspected harassment, discrimination, and/or retaliation with the Title IX Coordinator.

Preponderance of the Evidence: The standard of proof used to determine whether a Respondent is responsible for a violation of this policy, meaning whether a policy violation is more likely than not.

Protected Class: Race, color, religion, creed, sex, pregnancy (including lactation, childbirth, and related medical conditions), sexual orientation, gender, gender identity or expression, familial or marital status, age (40 or older), physical or mental disability, medical condition (any health impairment related to a diagnosis, record, or history of cancer), genetic information (including testing and characteristics), national origin, ancestry, ethnicity, citizenship, military or veteran status, or any other status or characteristic protected by applicable federal, state, or local law.

Respondent: The individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class.

Supportive Measures: Non-disciplinary, non-punitive individualized services offered to the Complainant or the Respondent designed to restore or preserve equal access to the education program or activity, including measures designed to protect the safety of all parties or the educational environment, or deter harassment, discrimination, and/or retaliation. Supportive measures may include, but are not limited to, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, security escorts, mutual restrictions on contact between the parties, changes in work location, leaves of absence, increased security and monitoring of certain areas, counseling referrals and other similar measures.

Title IX Coordinator: The official designated by the University to ensure compliance with Title IX and who has the primary responsibility for coordinating Recipient's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy. For the purposes of executing this policy, a designee may be assigned by the Title IX Coordinator.

Prohibited Conduct

Harassment

Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law. The University does not tolerate discriminatory harassment of any employee, student, visitor, or guest and will act to remedy all forms of discriminatory harassment when reported, whether or not the harassment rises to the level of creating a hostile environment. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce any individual covered by this policy.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal harassment includes epithets, slurs, and negative stereotyping, and comments that are offensive or unwelcome regarding any characteristic or status protected by this policy or applicable law.
- Non-verbal harassment includes distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of any characteristic or status protected by this policy or applicable law.
- Physical harassment includes assault, unwanted touching, or blocking normal movement because of an individual's protected status.

A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational access, benefits, or opportunities. This discriminatory effect results from harassing verbal, non-verbal, written, graphic, or physical conduct that is severe or pervasive, and objectively offensive.

When discriminatory harassment rises to the level of creating a hostile environment, the University may impose sanctions through application of the appropriate grievance process below.

The University reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature not based on a protected status, under the applicable Code of Conduct.

Sexual Harassment

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that defines the meaning of "sexual harassment" (including forms of sex-based violence). Under the Final Rule, the University must narrow both the geographic scope of its authority to act under Title IX and the types of "sexual harassment" subject to its Title IX investigation and adjudication process.

Only incidents falling within the Title IX definition of sexual harassment will be subject to the Title IX Formal Grievance Process.

Title IX Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity;
- Sexual assault (as defined in the Clery Act);
- Dating Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Domestic Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Stalking (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act).

All other incidents, including those that meet the following definition of sexual harassment will be subject to the Standard Grievance Process.

Sexual Harassment is unwelcome, sex-based and/or gender-based verbal, non-verbal, written, online and/or physical conduct that satisfies one or more of the following:

- Takes the form of quid pro quo harassment;

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such sexual conduct is made either explicitly or implicitly a term or condition of an individual's work or educational development or performance, or evaluation thereof.

- Creates a hostile environment;

A hostile environment is created when sexual harassment is severe, and/or persistent and/or pervasive and objectively offensive, such that it unreasonably interferes with, denies, or limits the ability to participate in or benefit from the University's education program and activities.

- is retaliatory.

Other Civil Rights Offenses

The following offenses are prohibited forms of discrimination when the act is based upon the Complainant's actual or perceived membership in a protected class.

- Sexual Exploitation, defined as: taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited, and that conduct does not otherwise constitute sexual harassment under this policy.
- Threatening or causing physical harm, extreme verbal, emotional, or psychological abuse, or other conduct which threatens or endangers the health or safety of any person;
- Discrimination, defined as actions that deprive, limit, or deny other members of the community of educational or employment access, benefits, or opportunities;
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;

- Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control, or diminish another person, physically and/or mentally

Retaliation

Retaliation is defined as any materially adverse action taken because of a person's participation in a protected activity. Protected activity includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, or assisting in providing information relevant to an investigation.

The University or any member of the University community is prohibited from taking materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Charges against an individual for Code of Conduct violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator for investigation.

Reporting Harassment, Discrimination and/or Retaliation

Reports of harassment, discrimination, and/or retaliation may be made at any time (including during non-business hours) using any of the following options:

- Directly to the Title IX Coordinator via phone, email, text or in-person;
- Directly to Resolution Services;
- By informing any mandated reporter, such as a faculty member, academic counselor, Campus Security Authority (CSA) or Human Resources Business Partner (HRBP).
- By calling the Ethics & Compliance Helpline at 888-310-9569 or filling out an online form at <http://www.UOPXhelpline.com>.

All University faculty and employees are mandated reporters and expected to report actual or suspected harassment or discrimination of which they become aware and must promptly share all known details of a report made to them in the course of their employment, including the identities of both parties, with the Title IX Coordinator.

All reports are acted upon promptly, and every effort is made by the University to preserve the privacy of reports, meaning information related to an allegation will be shared with a limited number of University employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report.

There is no time limitation on reporting. However, if the Respondent is no longer subject to the University's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be limited or impossible.

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the University community and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether to proceed when the Complainant does not wish to do so, and the Title IX Coordinator may sign a Formal Complaint to initiate a grievance process upon completion of an appropriate violence risk assessment.

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, the University must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community. The University will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information to make safety decisions in light of the potential danger.

Upon receipt of notice or a complaint of an alleged violation of this policy, the Title IX Coordinator engages in an initial assessment to determine jurisdiction and which process applies.

Anonymous Reports

Reports may also be made anonymously, without identification of the Complainant. However, anonymous reports typically limit the University's ability to investigate, respond, and provide remedies, depending on what information is shared. Anonymous reports will be preliminarily investigated to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures can be provided. The University cannot provide supportive measures to an unidentified Complainant.

False Allegations & Information

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be subject to appropriate disciplinary action. Additionally, witnesses and parties providing knowingly false evidence or deliberately misleading an official conducting an investigation will be subject to discipline under the applicable Code of Conduct.

Amnesty

To encourage reporting and participation in the process, the University maintains a policy of offering parties and witnesses amnesty from minor policy violations related to the incident. Amnesty may also be granted to Respondents and witnesses on a case-by-case basis.

Standard Grievance Process for Allegations of Harassment, Discrimination and/or Retaliation

The procedures described below apply to allegations of harassment, discrimination and/or retaliation on the basis of protected class status and Sexual Harassment as defined by this policy.

If a factual nexus exists between the allegation of harassment, discrimination and/or retaliation and the alleged actions, the Title IX Coordinator initiates one of two responses:

- **Informal Resolution** - typically used for less serious offenses and only when all parties agree, or when the Respondent is willing to accept responsibility for violating policy. This can also include a remedies-only response.
- **Administrative Resolution** - investigation of policy violation(s) and recommended finding, subject to a determination by the Title IX Coordinator and the opportunity to appeal to an Appeal Panel.

Resolution proceedings are private. All persons are expected to maintain the privacy of the proceedings in accordance with University policy.

The investigation and subsequent Administrative Resolution determine whether this policy has been violated.

At any point during the initial assessment or investigation, if the Title IX Coordinator determines that reasonable cause does not support the conclusion that policy has been violated, the process will end, and the parties will be notified.

Informal Resolution

Informal Resolution is applicable when the parties voluntarily agree to resolve the matter or when the Respondent accepts responsibility for violating this policy or when the Title IX Coordinator can resolve the matter informally by providing remedies to resolve the situation.

It is not necessary to pursue Informal Resolution first in order to pursue Administrative Resolution, and any party participating in Informal Resolution can stop the process at any time and request the Administrative Resolution process.

Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent accepts responsibility, the Title IX Coordinator makes a determination that the individual is in violation of this policy and then determines appropriate sanction(s) or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the conduct, both on the Complainant and the University community.

If the Respondent accepts responsibility for all of the alleged policy violations and the Title IX Coordinator has determined appropriate sanction(s) or responsive actions, which are promptly implemented, the process is over. The Complainant will be informed of this outcome. If Respondent accepts responsibility for some of the alleged policy violations, the remaining allegations will continue to be investigated and resolved.

Administrative Resolution

Administrative Resolution can be pursued for any behavior for which the Respondent has not accepted responsibility that constitutes conduct covered by this policy.

Administrative Resolution starts with a thorough, reliable, and impartial investigation. If Administrative Resolution is initiated, the Title IX Coordinator will promptly provide written notification of the investigation to the parties. Notification will include a meaningful summary of the allegations and the policies allegedly violated.

Investigation

The Title IX Coordinator assigns an Investigator(s) free from bias and conflicts of interest who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

The University aims to complete all investigations within a sixty (60) day period, which can be extended as necessary for appropriate cause by the Title IX Coordinator, with notice to the parties as appropriate.

Investigations involve interviews with all relevant parties and witnesses, obtaining available, relevant evidence, and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence, and to fully review and respond to evidence.

Any evidence that is relevant and credible may be considered, including an individual's prior misconduct history as well as evidence indicating a pattern of misconduct. The process should exclude irrelevant or immaterial evidence and may disregard or provide little weight to evidence lacking in credibility or that is improperly prejudicial.

The Investigator(s) will provide an investigation report summarizing the investigation and evidence and provide parties with a copy of the draft investigation report when it is completed, including relevant evidence, analysis, credibility assessments, and recommended finding(s). Each party has a full and fair opportunity to respond to the report in writing within ten (10) days of receipt.

The Investigator(s) will incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, and make any necessary revisions.

The Investigator(s) will share the report with the Title IX Coordinator for review and feedback and then provide a final report to the Title IX Coordinator. The report will include recommended finding(s) based on a preponderance of the evidence.

Determination

Within a reasonable time of receiving the Investigator's recommendation, the Title IX Coordinator reviews the report and all responses, and then makes the final determination on the basis of the preponderance of the evidence.

The recommendation of the investigation should be strongly considered but is not binding on the Title IX Coordinator. The Title IX Coordinator may invite and consider impact statements from the parties if and when determining appropriate sanction(s), if any.

If the Respondent admits to the violation(s), or is found in violation, the Title IX Coordinator, in consultation with other administrators as appropriate, determines sanction(s) and/or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the discriminatory conduct, both on the Complainant and the University community.

Notice of Outcome

The Title IX Coordinator will timely provide the parties with a written Notice of Outcome to include findings, any sanction(s), and a detailed rationale, delivered simultaneously to the parties.

Unless based on an acceptance of violation by the Respondent, the determination may be appealed by either party.

The Notification of Outcome also includes the grounds on which the parties may appeal and the steps the parties may take to request an appeal of the findings.

Sanctions

Factors considered when determining a sanction may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation

- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Title IX Coordinator

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions/responsive actions.
- **Suspension:** Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- **Expulsion:** Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- **Withholding Diploma:** The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- **Revocation of Degree:** The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- **Other Actions:** In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

Range of Sanctions - Faculty

The following sanctions may be imposed upon faculty singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- Implementation of a remediation plan as appropriate
- Removal from assigned course(s)
- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- **Other Actions:** In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the Title IX Coordinator. Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

All requests for appeal must be submitted in writing to the Title IX Coordinator within ten (10) business days of the delivery of the Notice of Outcome. Either party may appeal, but appeals are limited to the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures.)
- To consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanction(s) are disproportionate to the violation and the cumulative record of the Respondent.

When any party requests an appeal, the Title IX Coordinator will share the appeal request with the other party or other appropriate persons such as the Investigator(s), who may file a response within three (3) business days.

A three-member Appeals Panel will be designated by the Title IX Coordinator from those who have not been involved in the process previously and include a manager, director, and College Dean or Vice President. The Appeals Panel will review the appeal request(s) and if grounds are not sufficient for an appeal, or the appeal is not timely, the Appeals Panel dismisses the appeal.

If the Appeals Panel finds that at least one of the grounds is met by at least one party, additional principles governing the review of appeals include the following:

- Decisions are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s) only if there is compelling justification to do so.
- Appeals are not intended to be full re-hearings (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation and pertinent documentation regarding the grounds for appeal.
- An appeal is not an opportunity for the Appeals Panel to substitute their judgment for that of the original Investigator(s) or Title IX Coordinator merely because they disagree with the finding and/or sanction(s).
- Appeals granted based on new evidence should normally be remanded to the Investigator(s) for reconsideration.
- Sanctions imposed as the result of Administrative Resolution are implemented immediately unless the Title IX Coordinator stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
- All parties will be informed in writing within three (3) business days of the outcome of the appeal.
- Once an appeal is decided, the outcome is final; further appeals are not permitted, even if a decision or sanction is changed on remand.
- In rare cases when a procedural error cannot be cured by the original Investigator(s) and/or Title IX Coordinator (as in cases of substantiated bias), the Appeals Panel may recommend a new investigation and/or Administrative Resolution process.
- In cases in which the appeal results in Respondent's reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Grievance Process for Allegations of Title IX Sexual Harassment

Response to Allegations

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the Title IX Coordinator will promptly contact the Complainant to:

- discuss the availability of supportive measures and consider the Complainant's wishes with respect to supportive measures;
- inform the Complainant of the availability of supportive measures with or without filing a Formal Complaint; and
- explain the process of filing a Formal Complaint.

If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation. The Title IX Formal Grievance Process is not initiated, though the Complainant can elect to initiate it at a later time.

If the Title IX Formal Grievance Process is preferred, the Title IX Coordinator determines if the alleged misconduct falls within the scope of Title IX.

- If it does, the Title IX Coordinator will initiate the appropriate process.
- If it does not, the Title IX Coordinator assesses which policies and/or procedures may apply and refers the matter accordingly. Dismissing a complaint under Title IX is just procedural and does not limit the University's authority to address a complaint through another applicable process.

Emergency Removal

Respondents may be removed from the University's education program or activity on an emergency basis. The University will undertake an individualized safety and risk analysis to determine if there is an immediate threat to the physical health or safety of any student or other individual arising from the allegations that justifies removal. The Respondent will be provided with notice of Emergency Removal and the opportunity to challenge the decision immediately following the removal.

Dismissal (Mandatory and Discretionary)

The University must dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- The conduct alleged in the Formal Complaint would not constitute Title IX Sexual Harassment as defined in this policy, even if proved; and/or
- The conduct did not occur in an educational program or activity controlled by the University and/or the University does not have control over the Respondent; and/or
- The conduct did not occur against a person in the United States; and/or
- At the time of filing a Formal Complaint, a Complainant is not participating in or attempting to participate in the University's education program or activity.

The University may dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein; or
- The Respondent is no longer enrolled in or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties. A dismissal decision is appealable by any party under the procedures for appeal below.

Resolution Processes

The processes described below apply only to allegations of Title IX Sexual Harassment involving students, employees, or faculty members that meet the Title IX Sexual Harassment definition in this policy.

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the University will initiate at least one of three responses:

- Offer supportive measures because the Complainant does not want to proceed formally; and/or
- Facilitate an Informal Resolution; and/or
- Initiate the Title IX Formal Grievance Process including an investigation and a live hearing.

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with University policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose.

The University will make a good faith effort to complete the resolution process within a sixty (60)-to-ninety (90) business day time period, including appeal, which may be extended as necessary for appropriate cause at the sole discretion of the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

Any individual materially involved in the administration of the resolution process, including the Title IX Coordinator, Investigator(s), and Decision-maker(s) may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another individual will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the University's Ethics & Compliance Department via email at office.complianceuopx@phoenix.edu or the Ethics Helpline at www.uopxhelpline.com.

Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings and interviews within the resolution process, if they so choose. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The Advisor is not an advocate and does not represent the parties in the process.

The Advisor is entitled to inspect and review evidence prior to completion of the Investigative Report, receive a copy of the final Investigative Report, and is permitted to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.

The parties are not permitted to directly cross-examine each other or any witnesses during the hearing. Cross-examination must be conducted by the parties' Advisors. Restrictions regarding the extent to which an Advisor may participate in the Formal Grievance process are further outlined in the Hearing Procedures section of this policy.

The University cannot guarantee equal advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, the University is not obligated to provide an attorney. The Title IX Coordinator will offer to assign a trained Advisor for any party if the party so chooses.

The University is obligated to investigate and adjudicate in a prompt timeframe under Title IX and may refuse to grant extension requests to accommodate the schedule of an Advisor. The determination of what is reasonable shall be made by the Title IX Coordinator.

Informal Resolution

Parties are not required to participate in an Informal Resolution process and Informal Resolution may only be used if a Formal Complaint is filed. Any party participating in Informal Resolution can stop the process at any time and begin or resume the Title IX Formal Grievance Process.

Informal Resolution may be used with the voluntary, written consent of both parties:

- When the Respondent accepts responsibility for violating policy and wants to accept a sanction and end the resolution process; or
- When the Title IX Coordinator can resolve the matter by providing supportive measures to remedy the situation.

Prior to implementing Informal Resolution, both parties will be provided with written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and the University are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator accepts the Respondent's admission of responsibility and implements agreed-upon sanctions and/or remedies, in coordination with other appropriate administrator(s), as necessary. The result is not subject to appeal once all parties indicate their written assent to all agreed-upon terms of resolution.

Informal Resolution is not available to resolve allegations that an employee sexually harassed a student.

Formal Grievance Process

The Formal Grievance Process includes an objective evaluation of all relevant evidence obtained, including both inculpatory and exculpatory evidence. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

Relevant evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true and do not include the following types of evidence and questions, which are deemed irrelevant at all stages of the Formal Grievance Process:

- Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege.
- Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

There is a presumption that the Respondent is not responsible for alleged misconduct unless and until a determination of responsibility is made at the conclusion of the Formal Grievance Process. The standard of proof used to determine responsibility is preponderance of the evidence.

Notice of Allegations

The Title IX Coordinator will provide a Notice of Allegations to both parties as soon as practicable after receiving a Formal Complaint.

The Notice of Allegations will include:

- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- A description of the applicable procedures,
- A statement that the University presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period, and
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.

The institution will provide sufficient time for the parties to review the Notice of Allegations before any initial interview.

Investigations

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

Through the investigation process, all parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence and expert witnesses, and to review and respond to all evidence on the record.

The Title IX Coordinator appoints an Investigator who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

Investigator(s) will complete the following steps (not necessarily in this order):

- Provide each interviewed party and witness an opportunity to verify the Investigator's summary of the relevant evidence/testimony from their respective interviews and meetings.
- Allow each party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other party and witnesses.
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) with a list of witnesses whose information will be used to render a finding.

- Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) a copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the Recipient does not intend to rely in reaching a determination, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence.
 - The Investigator(s) may elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses.
- Incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report.
- Share the report with the Title IX Coordinator for their review and feedback.
- Incorporate any relevant feedback, and share the final report and a file of any directly related evidence that was not included in the report with all parties and their Advisors at least ten (10) business days prior to a hearing.

Once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing and select an appropriate Decision-maker. The Title IX Coordinator may not serve as a Decision-maker but may serve as an administrative facilitator of the hearing if their previous role in the matter does not create a conflict of interest.

Hearings

No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the parties. The hearing body will consist of a single Decision-maker.

The Title IX Coordinator will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing.

If any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision-maker. No inference may be drawn about responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

The parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the University will appoint one. Each party must have an Advisor present. There are no exceptions.

Any evidence that the Decision-maker determine(s) is relevant and credible may be considered. The Decision-maker does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. At the hearing, the Decision-maker has the authority to hear and make determinations on all allegations of discrimination, harassment, and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within this policy.

Hearing Procedures

The Decision-maker will answer all questions of procedure.

The Decision-maker will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker and the parties and will then be excused.

The Investigator(s) will present a summary of the final investigation report and will be subject to questioning by the Decision-maker and the parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker may ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Decision-maker will direct that it be disregarded.

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Decision-maker. The parties/witnesses will submit to questioning by the Decision-maker and then by the parties through their Advisors ("cross-examination").

All cross-examination questions are subject to a relevance determination by the Decision-maker. The Advisor will pose the proposed question, allow the Decision-maker to consider it, and the Decision-maker will determine whether the question will be permitted, disallowed, or rephrased. Only questions that are permitted may be answered.

If a party's Advisor refuses to comply with the Recipient's established rules of decorum for the hearing, the University may require the party to use a different Advisor. If a University-provided Advisor refuses to comply with the rules of decorum, the University may provide that party with a different Advisor to conduct cross-examination on behalf of that party.

The Decision-maker will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Decision-maker has final say on all questions and determinations of relevance, subject to any appeal. The Decision-maker will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If a party or witness chooses not to submit to cross-examination at the hearing, either because they do not attend the meeting, or they attend but refuse to participate in questioning, then the Decision-maker may not rely on any prior statement made by that party or witness at the hearing (including those contained in the investigation report) in the ultimate determination of responsibility. The Decision-maker must disregard that statement. Evidence provided that is something other than a statement by the party or witness may be considered.

Hearings (but not deliberations) are recorded for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted. The recording of the hearing will not be provided to parties or advisors.

The Decision-maker will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question using the preponderance of the evidence standard.

If the Respondent is found responsible, the Decision-maker will review any pertinent conduct history provided and will determine the appropriate sanction(s) in consultation with other appropriate administrators, as required.

The Decision-maker will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions.

This report must be submitted to the Title IX Coordinator within three (3) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will prepare a Notice of Outcome within five (5) business days of receiving the Decision-maker's deliberation statement, which will be shared with the parties simultaneously.

The Notice of Outcome will identify the specific policy reported to have been violated, including the relevant policy section, and will contain a description of the procedural steps taken by the University from the receipt of the misconduct report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, methods used to obtain evidence, and hearings held.

The Notice of Outcome will also specify the finding on each alleged policy violation; the findings of fact that support the determination; conclusions regarding the application of the relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation to the extent the University is permitted to share such information under state or federal law; any sanctions issued

which the University is permitted to share according to state or federal law; and any remedies provided to the Complainant designed to ensure access to the University's educational or employment program or activity, to the extent the University is permitted to share such information under state or federal law. The Notice of Outcome will also include information on the relevant procedures and bases for any available appeal.

Sanctions

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered after a finding or admission of responsibility.

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Decision-maker

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions.
- **Suspension:** Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- **Expulsion:** Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- **Withholding Diploma:** The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- **Revocation of Degree:** The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- **Other Actions:** In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Part-Time Faculty

The following sanctions may be imposed upon part-time faculty singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- **Implementation of a remediation plan** as appropriate
- **Removal from assigned course(s)**

- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Employees (including Full-Time Faculty)

The following sanctions may be imposed upon employees singly or in combination:

- Warning - Verbal or Written
- Performance Improvement/Management Process
- Required Training or Education
- Loss of Oversight or Supervisory Responsibility
- Demotion
- Suspension with pay
- Suspension without pay
- Termination
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the final Decision-maker. Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

Either party may file a Request for Appeal, but it must be submitted in writing to the Title IX Coordinator within ten (10) days of the delivery of the Notice of Outcome.

A three-member Appeal Panel comprised of a manager, director, and College Dean or Vice President will be designated by the Title IX Coordinator, one of whom will serve as the Appeal Chair. No appeal panelists will have been involved in the process previously. The Request for Appeal will be forwarded to the Appeal Chair for consideration to determine if the request meets the grounds for appeal. This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

Appeals are limited to the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, Investigator(s), or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

If any of the grounds in the Request for Appeal do not meet the grounds, the request will be denied by the Chair and the parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds, then the Appeal Chair will notify the parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker.

The parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s) will be provided a copy of the request with the approved grounds and then be given ten (10) business days to submit a response to the portion of the appeal that was approved and involves them.

The Chair will collect any additional information needed and all documentation regarding the approved grounds. The Appeal Panel will render a decision in no more than three (3) business days, barring exigent circumstances. All decisions are by majority vote and apply the preponderance of the evidence standard.

A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the University is permitted to share under state or federal law.

Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. The University may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal if the original sanctions included suspension or expulsion.

Appeal Considerations

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- An appeal is not an opportunity for the Appeal Panel to substitute their judgment for that of the original Decision-maker merely because they disagree with the finding and/or sanction(s).
- The Appeal Panel may consult with the Title IX Coordinator on questions of procedure or rationale, for clarification, if needed.
- Appeals granted based on new evidence should normally be remanded to the original Investigator(s) and/or Decision-maker for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new hearing).
- In rare cases where a procedural error cannot be cured by the original Decision-maker (as in cases of bias), the appeal may order a new hearing with a new Decision-maker.
- The results of a remand to a Decision-maker cannot be appealed.

In cases in which the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Extended Time and In Progress Extension (IX) Accommodations

In accordance with Section 504 of the Rehabilitation Act (Section 504) of 1973 and the Americans with Disabilities Act (ADA) of 1990 and as amended in 2008, the University of Phoenix (UOPX) offers qualified students with disabilities reasonable accommodations upon request. These accommodations are determined by the Accessibility and Disability Services Office (ADS) following a consultative, deliberative process between the student and their assigned disability services advisor (DSA).

Students with approved extended time for assignments are provided with reasonable additional time to complete their work, both for timed and untimed assignments. Students are encouraged to submit their work throughout the course to take advantage of formative feedback and assessment from the faculty to improve performance on future course assignments.

- The time allotted will be specified on the student's accommodation agreement, and in the notification that will be sent to faculty at the start of the course or upon approval of a student's accommodation, if accommodations are requested after the course has begun.
- Extended time for timed assignments will amount to either time and a half (1.5x) or double (2x) the time allowed for students to complete the assessment or assignment.
- Students with an approved ADA accommodation for extended time for individual assignments will be allotted four additional days per week to submit their work without penalty, including the final week of the course. The granting of extended time accommodations allows students to submit all work for the course up to 11:59 pm Arizona time on the fourth day after the end of the course.
- Extended time for assignments does not apply to discussion and learning team assignments. These assignments are collaborative in nature and are typically time dependent. Students who have concerns about the impact of their disability on discussion and learning team assignments should discuss these concerns with their DSA.

A student who needs additional time to complete course work may request an In Progress Extension (IX). An IX must be requested by 11:59 pm Arizona time through the fourth day after the course has ended. The student will request the IX from their assigned DSA and will receive five additional weeks to complete the course. The DSA will communicate the new deadline date to both the student and the faculty.

If a student requires additional time beyond the approved IX, the student may submit a request to the Disability Services Manager (DSM) with documentation of the disability-related need for additional time. The DSM will communicate a decision regarding the request to the student and the assigned DSA, who will inform the faculty. Students who disagree with the determination made by the DSM can file a grievance in accordance with the grievance policy.

Accessibility and Disability Services Office Contact Information

The Accessibility and Disability Services Office provides students with the opportunity to contact a Disability Services Advisor, via e-mail, 24 hours a day. For more information, please visit: <http://www.phoenix.edu/students/disability-services.html>. The department's mailing address and phone number is:

4025 S. Riverpoint Parkway
Phoenix, AZ 85040
Mail Stop CF-K304

Phone: 602.557.1157
Fax: 602.333.0737

Students needing assistance with accessibility questions or concerns can get more information at <http://www.phoenix.edu/accessibility.html>, or can contact accessibilitysupport@phoenix.edu.

The University's Vice President of Accessibility Strategy and Section 504 Coordinator, is Kelly Hermann, Section.504Coordinator@phoenix.edu.

Student Health Insurance

Information on student health insurance coverage options may be obtained by contacting the Campus Operations Manager.

Acceptable Computer Use for Faculty and Students

University computing and communication resources are for approved business and educational purposes consistent with University policies and procedures.

- Computing and communication resources include all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and for accessing and obtaining the University's services.

By using University computing and communication resources, all users including students and faculty, assume personal responsibility for appropriate use and agree to comply with this policy and all other applicable University policies, including but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable city, state and federal laws and regulations. Any user using the University's computing and communication resources in violation of these policy requirements, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and laws. In addition, all activity and information, including personal activity and information on University systems, may be monitored and recorded. Any individual accessing University computing and communication resources consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, members of the University of Phoenix Information Security (or other personnel designated by information security) will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:

- Comply with this policy and all applicable local, state, and federal laws and regulations.
- Not intentionally compromise the confidentiality, integrity, or availability of University computing and communication resources.
- Not attempt to circumvent the University's physical, technical, or administrative security measures.
- Abide by the provisions of the Student Code of Conduct (for students) or the provisions of the Faculty Code of Conduct (for faculty members).
- Be truthful and accurate in personal identification.
- Respect the rights and privacy of others.
- Maintain the security of their user resource accounts.
- Comply with the terms of use of any University or third-party service provider website(s).

Intellectual Property

Users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor.

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying or use of audio files, images, graphics, computer software, data sets, bibliographic records and other protected property is prohibited except as permitted by law.

Privacy & Security

The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure that access to sensitive data is restricted to those individuals who have authorized permission. The following sections describe how information security personnel may monitor computing and communication resources for violations of the Acceptable Use policy.

Monitoring

System and network activities of users are routinely logged and monitored. These activities include:

- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

In the case of a suspected violation of this policy, University officials may authorize information security personnel to conduct a more detailed investigation to gather evidence on the suspected violation.

Restriction of Access to Computing and Communication Resources

Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:

- If required by applicable local, state, or federal law or policy.
- If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy.
- If required to protect the confidentiality, integrity, or availability of computing and communication resources.

Conditions for Permitting Inspection, Monitoring, or Disclosure

The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:

- Required or permitted by law, including public records law, or by subpoena or court order
- The University or its designated agent reasonably believes that a violation of law or policy has occurred
- Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

Confidentiality

Confidentiality of e-mail and other network transmissions cannot be completely assured. All users should exercise caution when sending personal, financial, confidential, or sensitive information by e-mail or across the Internet.

Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to or disclosure of private user information has occurred, the University will make reasonable efforts to inform the affected user, except when notification is impractical or when notification would be detrimental to an investigation of a violation of law or policy.

Reporting Violations and Enforcement

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to the University Resolution Services or University of Phoenix Information Security.

Resolution Services

4025 S. Riverpoint Parkway, Mail Stop: CF-K303
Phoenix, AZ 85040
602-557-5566

Email: uofphoenix@phoenix.edu

University of Phoenix Information Security

4025 South Riverpoint Parkway, Mail Stop: CF-L601
Phoenix, AZ 85040
FAX: (602) 557-6606

e-mail: infosec@apollogrp.edu

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user's privileges or move or delete the allegedly offensive material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before the University imposes a permanent sanction. Cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) or to appropriate law enforcement authorities. In addition to sanctions available under applicable law and University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources.

The University may temporarily suspend any account, whether the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of information security personnel.

In the event of any inconsistency or conflict between this policy and any other terms or conditions faculty/students may be subject to, the University reserves the right to resolve such conflicts in its sole discretion.

Violation Examples

The list below contains examples of actions considered to be a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations or the applicability of any other law or policy to those facts.

- Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.
- Unauthorized, anonymous communication is prohibited. All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fundraising or advertising on behalf of non-University organizations.
- The unauthorized selling of University computing and communication resources.
- Unauthorized attempts to acquire and use the user id or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional propagation of computer "worms" and "viruses," the sending of electronic chain mail, denial of service attacks, and inappropriate "broadcasting" of messages to large numbers of individuals or hosts.
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy.
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization is prohibited.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one's level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems or networks.

Pregnant and Parenting Students

Any member of the University of Phoenix (UOPX) community may report a violation of this policy to any supervisor, manager, or to the Title IX Coordinator. The Title IX Coordinator is responsible for overseeing complaints of discrimination involving pregnant and parenting students.

The Title IX Coordinator for University of Phoenix is:

Bridget Beville, JD
TitleIX@phoenix.edu
602.557.1823

Overview:

Under the U.S. Department of Education's (ED) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the ED, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

This generally means that pregnant students will be given an opportunity to make up missed work wherever possible. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests, participation, team assignments, and presentations), and incomplete grades that can be completed at a later date should all be employed.

Definitions:

Title IX Accommodation: Changes in the academic environment or typical operations that enable pregnant students or students with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of the University.

Title IX Extension: An up to five-week period after class ends that students can use to submit late work without penalty.

Pregnancy and Pregnancy-Related Conditions: Include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from these conditions.

Pregnant Student/Birth Parent: refers to the student who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

Supporting Documentation: Documentation from the student's physician or other qualified medical professional that includes the student's name, evidence of the pregnancy or pregnancy-related condition and the dates on which they occurred. Examples include, but are not limited to, hospital discharge paperwork, a signed letter from the doctor, medical appointment paperwork, ultrasound picture, temporary birth certificate.

Reasonable Title IX Accommodations for Students Affected by Pregnancy, Childbirth, or Related Conditions

- Faculty and staff will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.
- Students with pregnancy-related conditions are entitled to reasonable Title IX accommodations so that they will not be disadvantaged in their course of study and may seek assistance from the Title IX Office.
- Reasonable Title IX accommodations include, but are not limited to:
 - Extending deadlines and/or allowing the student to make up tests or assignments (including participation and team assignments) missed for pregnancy-related absences;
 - Excusing medically necessary absences (which must be granted irrespective of classroom attendance requirements.) Medically necessary absences require supporting documentation.
 - Students immediately receive in-class accommodations upon disclosure of a pregnancy or pregnancy-related condition. Any additional time granted after the course ends must be approved.

Title IX and ADA Accommodations

Occasionally students are entitled to both Title IX accommodations and reasonable accommodations on the basis of disability due to pregnancy complications and/or a co-existing permanent diagnosis. In these instances, the student will receive the benefit of both policies as appropriate. The Title IX and Disability Services Offices work together to ensure students are accommodated and faculty receive necessary guidance and support.

Faculty Responsibilities Upon Disclosure of a Pregnancy or Pregnancy-Related Conditions

Upon disclosure of a pregnancy or pregnancy-related condition, faculty must refer the student to the Title IX office and:

- Inform the student they are entitled to in-class accommodations.
 - It is not necessary to collect any supporting documentation from the student or wait for approval while the course is in progress. Reasonable Title IX accommodations apply upon disclosure and for the entire course.
 - In-class accommodations are retroactive. If the student discloses the last week of class, they can make up late work for the entire class. If late penalties have already been deducted for any assignment, those points must be returned.
 - Students may not re-submit work already completed for a better grade. They may only receive extensions on due dates for assignments that have not been submitted.
- Allow the student to submit late work without penalty for all assignments.
- Allow the student the opportunity to make up participation points and learning team assignments. Alternate assignments with equal point values are acceptable.
- Work with the student directly to develop a modified schedule for submitting work.

Students are allowed to submit outstanding course work up to four (4) days after the course end date. If all outstanding work is received by the four-day deadline, faculty must grade the work and post a final grade for the course.

In-Progress Extension (IX)

If a student needs additional time beyond the four-day extension to submit work, they may request an in-progress extension (IX) under Title IX. In-progress extensions are a specific type of incomplete grade and students and faculty are required to follow this policy in order to process an IX grade under Title IX.

Students may receive an additional five weeks to complete coursework if an IX grade is approved. If the IX is not approved, the student's current grade stands.

The Title IX Office determines whether supporting documentation is sufficient to approve an IX. Once supporting documentation is reviewed and deemed satisfactory, the Title IX Office will work with classroom operations to process the IX and notify the faculty to post the IX grade with the 5-week extension deadline date. Students are required to complete all work by that date and notify faculty when coursework has been submitted.

Modified Academic Responsibilities for Parenting Students

- Students with child caretaking/parenting responsibilities because of the birth of a child may request a Title IX accommodation period during the first six weeks from the time the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
 - Students whose spouse or partner gives birth may receive accommodations for up to six weeks after the birth of the child. Proof of birth is required for accommodations to be approved.
- During the modification period, the student's academic requirements will be adjusted, and deadlines postponed as appropriate, in collaboration among the Title IX Office, the student's academic counselor and course faculty.
- Students should work directly with course faculty to submit late work and must communicate to faculty when that work has been completed and ready to be graded.
- If for any reason students are not able to work with their course faculty to obtain appropriate modifications, students should notify the Title IX Office as soon as possible so they can help facilitate needed modifications.

Retaliation and Harassment

- University faculty and staff are prohibited from interfering with students' rights to take leave, seek Title IX accommodation, or otherwise exercise their rights under this policy.
- University faculty and staff are prohibited from retaliating against students for exercising their rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because students request leave or modification, file a complaint, or otherwise exercise their rights under this policy.
- Faculty who do not follow this policy and provide reasonable Title IX accommodation once a student discloses pregnancy or a pregnancy-related condition may be in violation of the Faculty Code of Conduct and disciplined accordingly.

Financial Aid Implications

Students receiving an accommodation pursuant to this policy must still maintain Satisfactory Academic Progress (SAP) and are responsible for repayment of financial aid funds received. Students should contact their Finance Advisor with any questions related to financial aid funds.

STUDENT CODE OF CONDUCT

Purpose

- Students are accountable for their actions and are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University community. This requires the demonstration of mutual respect and civility in all University-related activities and interactions. The Student Code of Conduct applies to all interactions whether conducted in-person, telephonically, via text, chat, email, social media, or through any other electronic platform, including any University learning management system.
- As an internal administrative process, students are entitled to a fair and impartial review of any reported issue(s). Finding a student in violation of University policy and subject to sanctions must be supported by a preponderance of the evidence, meaning it is more likely than not that a violation occurred. When a student is unable to conform their behavior to these expectations as demonstrated by egregious or repeated violations, the student conduct process may determine that the student should no longer share in the privileges of participating in the educational community.
- Assigned sanctions will take into consideration the context and seriousness of the violation. Sanctions are intended to provide students the opportunity to reflect on their choices, develop ethical decision-making, and bring their behavior into conformance with community expectations. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

Jurisdiction

Generally, University jurisdiction shall be limited to conduct that occurs on University property and/or at University-related events, online, or that adversely affects the University community and/or the pursuit of its objectives. The Director of Student Conduct, in consultation with the Vice President of Resolution Services, may also apply this policy to off-campus conduct and to actions online when the off-campus conduct or online action affects a substantial University interest. The University has continuing jurisdiction over students who withdraw from the University while conduct proceedings regarding that student are still active or pending.

Definitions

Student: Any person currently admitted or registered or who participates in a University function, such as orientation, in anticipation of enrollment, or those individuals who were students at the time of an alleged violation as well as individuals on University premises or using any University system for any purpose related to admission or enrollment. Persons who are not officially enrolled but who have a continuing relationship as a student with the University are considered "students."

Intellectual Property: Property (such as an idea, invention, or process) that derives from the work of the mind or intellect.

Preponderance of Evidence: The standard or proof used to determine whether a student is responsible for a violation of the Code of Conduct.

Suspension: Suspension is separation of the student from the University for a specified period of time, after which the student is eligible to return. During suspension students are not allowed to attend any University class, University facility or University event. During the period of suspension, there is a hold on the student's University records which may prevent the student from obtaining transcripts, verifications, or a degree from the University.

Expulsion: Expulsion is permanent separation from the University and the termination of the student's status as a University of Phoenix Student, and exclusion from all premises, privileges, and activities without the possibility of readmission.

Rescission of a Conferred Degree: Canceling and revoking a degree previously awarded by the University.

University Community: All individuals who have a relationship with or to the University (or had at the time of the incident), including but not limited to students, employees, faculty, contractors, consultants, suppliers or other entities engaged by the University to provide services or goods when on University property or while acting in a capacity defined by their relationship to the University.

Prohibited Conduct

Academic Misconduct. The University requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept responsibility to ensure submission of academic work does not constitute academic misconduct as defined below.

- **Plagiarism:** The intentional or unintentional use of another's work, in whole or in part, without acknowledging the source and presenting that material as one's own academic work. This includes, but is not limited to:
 - Reproduction and submission of another person's work, whether published or unpublished. This also includes using materials from third parties that sell or provide free of charge academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials.
 - Using another's ideas, written words, or intellectual property without properly acknowledging the source:
 - Quoting a source word-for-word without providing quotation marks and citations.
 - Submitting work that is substantially identical to another source in content and/or organization without appropriately citing the source.
 - Using other intellectual property in a work without appropriate citations, permissions, or rights (when applicable). Intellectual property includes but is not limited to images, presentations, videos, software programs, computer code, charts, figures, illustrations, and artistic or musical composition.

- **Cheating:** Any attempt by a student to gain an unfair academic advantage by means other than their own knowledge. This includes, but is not limited to:
 - Assisting another student to plagiarize, copy, or observe one's own work. This includes submission of work to third parties that sell or provide free of charge academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials.
 - Using the textbook, manuals, electronic devices, or other materials in a manner not authorized by faculty or the University.
 - Allowing another person, whether free of charge or for hire, to complete work on one's behalf, including any classroom post, assignment, quiz, test, exam, or similar evaluation, or doing the same in place of another person.
 - Providing or requesting assistance from another person in a manner not authorized in writing by faculty.
 - **Fabrication or Falsification:** Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results or relying on another source's results in any assignment without proper acknowledgement of that source. Fabrication includes citing sources that the student has not actually used or consulted.
 - **Self-plagiarism, Double-Dipping, or Dovetailing:** Submitting one's own academic work that is identical or substantially similar to one's own work previously submitted, unless specifically authorized by the course faculty or course curriculum.
- Behavioral Misconduct:** The University requires that students adhere to the behavioral standards necessary to maintain a positive and productive learning environment. The following examples of prohibited misconduct are not exclusive or all-inclusive but are intended to provide examples of the types of behavior that may result in disciplinary action under the Student Code of Conduct.
- Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings or other University activities.
 - Unprofessional conduct including threatening, bullying or verbal abuse of any member of the University community by any means (e.g. conduct, speech, written notes, learning management system [i.e. Blackboard] electronic mail, messaging, text, chat, etc.). This includes, but is not limited to, the use of threats, profanity, and demeaning or intimidating comments.
 - Inflicting bodily harm upon any person or taking any action for the purpose of inflicting harm upon any person.
 - Engaging in discrimination or harassment as defined by the University's Equal Opportunity, Harassment and Non-Discrimination Policy.
 - Retaliation, including but not limited to intimidation, threat, coercion, or any other type of discrimination or harassment because of an individual's complaint, report, or participation in a protected activity.
 - Misuse of Access: Providing another person access to password or privacy protected University information, including but not limited to:
 - Sharing or providing logins or passwords allowing another access to student systems and information.
 - Sharing or providing verification information allowing another to pose as the student
 - Allowing or having unauthorized possession, duplication, sharing or use of means of access to any University building or property.
 - Failure to comply with reasonable lawful requests or directives of University officials or agents, including security officers, acting in the good faith performance of their duties or interference with faculty or staff acting in the performance of their official duties.
 - Carrying of weapons on University property or at University-sanctioned events, including firearms and any other item designed or used for inflicting bodily harm or physical damage. (This policy is not applicable to students who are law enforcement officers required, by law, to carry firearms at all times).
 - Using, dealing in, or being under the influence of alcohol, illegal drugs, or other substances prohibited by local, state, or federal law (including cannabis) while occupying University property, at University-sanctioned events, or when meeting with campus personnel.
 - Use of any tobacco or nicotine product, including electronic cigarette or vaporizer while occupying University property, at University-sanctioned events, or when meeting with University staff or faculty.
 - Acts of Dishonesty including but not limited to,
 - Providing false information to any University official, faculty member or office.
 - Forgery, alteration, or misuse of any University document, record, or instrument of identification.
 - Aiding, abetting, or procuring another person to violate a University policy.
 - Identity Theft
 - Possessing or using another person's name, address, Social Security Number (SSN), bank or credit card account number, or other identifying information without that person's knowledge and consent.
 - Filing a false claim of identity theft with the University.
 - Attempted or actual theft of University property or services or property belonging to any member of the University community.
 - Failure to use the University's computing and communication resources for approved educational purposes consistent with University policies and procedures.
 - Any action that causes damage or which would tend to cause damage to University property or property of a member of the University community or other personal or public property.
 - Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University property.
 - Improper On Camera Behavior
 - Failure to appear on camera dressed as if present in a physical classroom or office setting.
 - Failure to maintain an area free from disruption and/or distractions visible during camera communication.
 - Failure to behave, whether intentionally or unintentionally, in a professional manner.
 - Making, sharing, or otherwise distributing any audio, video, photographic, or digital recording or image, which was taken without a person's prior knowledge or consent when the person being recorded would have a reasonable expectation of privacy, or where the recording is reasonably likely to cause injury or distress.

- Violation of published University policies, procedures or standards.
- Violation of federal, state, or local laws or regulations.

Procedure for Processing Alleged Violations of the Student Code of Conduct

Investigation: Alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses.

- During an investigation a student may be removed from class, campus-sanctioned events, or other University functions.
- A hold may be placed on the student's records at any point in the disciplinary process pending the resolution of all outstanding matters or to assure compliance with sanctions. This includes but is not limited to placing holds on future scheduling, degree conferral, receiving transcripts, or program updates.
- In exceptional circumstances, where the continued presence or participation of a student would present a serious threat to any other person or the University, it may be determined that an immediate suspension is warranted. A student who is immediately suspended will be withdrawn from any current course and may not attend any University class or event pending final resolution of the matter.

Notification: Following an investigation, if it is more likely than not that a violation has occurred, the student will be notified in writing of the following:

- **Warning.** A warning letter is notice to the student that a violation of the University Student Code of Conduct has occurred, and that continued or repeated violations of specified conduct may be cause for further disciplinary action. This letter is not appealable and no response from the student is requested.
- **Charge.** A charge letter is notice that the student has been involved in an incident in which their alleged actions are in violation of the University's Student Code of Conduct. These letters request a student response and are appealable.

Student Response: A student will be given 10 calendar days from the date of the Charge Letter to submit a written response to the University. The student's response is their opportunity to provide their input regarding the charge, including any extenuating circumstances relevant to the issue.

- If the student does not provide a written response within 10 calendar days, the case will proceed without the student's input.

Decision

- A Conduct Resolution Specialist will apply a preponderance of the evidence standard to determine whether a violation occurred and determine what sanction(s), if any, are warranted.
- The decision and sanction(s) will be communicated in writing to the student.

- In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. Compliance of this disclosure does not constitute a violation of the Family Educational Rights and Privacy Act (FERPA).

Sanctions: If a violation is found, sanctions will be appropriate to the violation, taking into consideration the context and seriousness of the violation. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

- Students who are suspended or expelled from the University remain responsible for all tuition, fees, and charges associated with their attendance.

Appeals

- Appeals must be requested in writing to the University within 10 calendar days from the date on the decision letter. Appeals will only be accepted for review if the student can demonstrate one or more of the following:
 - New evidence which was unavailable to the student at the time of the initial response.
 - University procedures were not followed.
 - Student was sanctioned with expulsion.
- In the event a student provides new evidence or shows University procedures were not followed, the appeal will be sent to the Student Discipline Review Committee (SDRC). The SDRC will be facilitated by a fair and impartial administrator and is comprised of 3 senior University representatives. The decision of the SDRC is final and will be communicated directly to the student and the campus.

University of Phoenix Professional Standards for Candidates in the College of Nursing

Candidates in the College of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients, clients, and agencies in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the College of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in the College of Nursing Programs before, during, and after clinical rotations, practicum, and/or preceptorships. The Professional Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of University of Phoenix, College of Nursing.

The College of Nursing adheres to the broader nursing community's ethical standards as well as additional professional standards put forth by the College of Nursing administration.

1. University of Phoenix Student Code of Conduct
Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.
2. American Nurses Association (ANA) Code of Ethics for Nurses
The College of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: <http://www.nursingworld.org/codeofethics>
3. Nurse Practice Act (by state)
Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state's nurse practice act. Candidates can locate this information here: <https://www.ncsbn.org/nurse-practice-act.htm>
4. ANA Principles for Social Networking and the Nurse
ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: <http://www.nursingworld.org/principles>
5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, practicum, and/or preceptorships.
6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.

7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.
8. The candidate refrains from disrupting the programs of the College of Nursing or its affiliates.
9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.
10. The candidate will adhere to College, School, Clinical, and Agency site policies and procedures.
11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct or Professional Standards.
12. Candidates in the College of Nursing will assume responsibility for their own health as well as their own behavior.

a. Transportation: Candidates in the College of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.

b. Personal Electronic Devices: Candidates in the College of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

A Candidate's ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff and campus management.

University of Phoenix Supplemental Standards for Candidates in College of Social and Behavioral Sciences Counseling and Human Services Programs

Candidates in College of Social and Behavioral Sciences programs leading to certification or licensure in Counseling and/or Human Services at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field placements, practicums, and/or internships as part of their academic program. As prospective human services workers or counselors, College of Social and Behavioral Sciences candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in College of Social and Behavioral Sciences Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements, practicums, and internships. The Supplemental Standards address a candidate's affective attributes and disposition to be a human services worker or counselor. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practica, and internships.
7. The candidate values human diversity and shows respect for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or counseling field.
10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of tests.
12. The candidate maintains a pattern of exceeding minimal requirements in courses, field placements, practica, and internships.

University of Phoenix Supplemental Standards for Candidates in College of Education Programs

Candidates in a College of Education program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more clinical experience placements (field placements) and a culminating clinical practice (student teaching practicum) as part of their academic program. As prospective educators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession in addition to the University's Student Code of Conduct.

The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

During the course of their program, including general education courses, candidates are expected to conduct themselves in accordance with the Student Code of Conduct, Professional Dispositions Rubric, and Supplemental Standards criteria. Faculty members will closely monitor a candidate's academic progress through a review of grades and dispositions. Should a student be reported for academic or behavioral issues under the Student Code of Conduct, they may also be referred to the College to undergo a Supplemental Standards review. The College may issue a referral with or without a corresponding Student Code of Conduct warning or charge.

Supplemental Standards

The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements and practicum. The Supplemental Standards address a candidate's affective attributes and disposition to be an educator. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process and believes that all students can learn.
5. The candidate is willing to give and receive help.

6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements.
7. The candidate appreciates and values human diversity and shows respect and fairness for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the education field.
10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, and staff, as well as in preparation and submission of required course work, and the completion of tests.
12. The candidate maintains a pattern of exceeding minimal requirements in course and field placements.

University of Phoenix Supplemental Standards for Candidates in Administration and Supervision Programs

Candidates in a College of Education program leading to certification or licensure as school administrators at the University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. As prospective administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in Administration and Supervision Programs ("Administration Supplemental Standards") apply to these degree candidates throughout their academic program and internship. The Supplemental Standards address a candidate's affective attributes and dispositions to be an administrator. A corresponding Administrator Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Administration Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. These supplemental, dispositional standards are adopted from the Administrator Dispositions Index items based on the work of the Council for Chief State School Officers (2003) and the National Association of Secondary School Principals (2001).

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.
2. The administrator candidate values and is committed to life-long learning for self and others.
3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.
4. The administrator candidate is committed to establishing a safe and supportive learning environment.
5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.
6. The administrator candidate is committed to ethical principles in decision-making.

7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.
8. The administrator candidate believes in involving stakeholders in order to work toward common goals.
9. The administrator candidate values and is committed to timely communication to inform the community and public.
10. The administrator candidate recognizes and addresses the feelings, needs, and concerns of others.
11. The administrator candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.
12. The administrator candidate welcomes responses from others and actively works to form partnerships with parents.
13. The administrator candidate believes that risks must be taken to improve schools.
14. The administrator candidate believes and is committed to continual school improvement.
15. The administrator candidate is committed to motivating others to enhance professional and organizational growth.

Policy on Nursing Ethics and Professional Competence

The University of Phoenix Policy on Nursing Ethics and Professional Competence is defined as compliance with the following nursing guidelines:

University of Phoenix Professional Nursing Responsibilities. American Nurses Association Code for Nurses.

The policy sets forth expectations and regulations for professional and ethical conduct by students enrolled in College of Nursing programs. The policy states that all forms of unethical behavior or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal process to the Campus Ethics Committee.

Expectations for conduct and the standards are discussed in the beginning classes for College of Nursing programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University. The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

Students determined to be in violation of ethics standards may be sanctioned, which may include expulsion from the University.

DISPUTE RESOLUTION POLICY AND PROCEDURES

The following policy and procedures are to be used to mutually resolve disputes by and between students and the University. Students are encouraged to first bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below.

In connection with the University policies identified in Steps One, Two and Three below, this policy is intended to address disputes between a student and the University and create a framework by which a student and the University can resolve disputes. The University strongly recommends using the resources identified in Steps One, Two and Three to resolve disputes. None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

We agree that neither we nor anyone else will use this provision to stop you from bringing a lawsuit concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We also agree that neither we nor anyone else will use this provision to stop you from being part of a class action lawsuit in court. You may file a class action lawsuit in court or you may be a member of a class action lawsuit even if you do not file it. This provision only applies to class action claims concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We agree that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the Federal Direct Loan was obtained.

Step One: Internal Resolution

Students should first attempt to resolve any dispute or issue internally by contacting the following individuals/departments, and using the process set forth in the corresponding section(s) of the academic catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the academic catalog to gain a more complete understanding of the processes associated with reporting and resolving disputes related to these subject matters.

- **Allegations of sex discrimination or sexual harassment:** Bridget Beville, Title IX Coordinator, Resolution Services. See Nondiscrimination Policy and Harassment Policy in Academic Catalog
- **Student Code of Conduct Violations (other than sex discrimination and sexual harassment):** Registrar, See Student Code of Conduct section in Academic Catalog
- **General Student Grievances (other than sex discrimination and sexual harassment):** Resolution Services. See General Student Grievances section in Academic Catalog
- **Student Grievances relating to financial aid, account balances or collections:** Campus Management. See General Student Grievances section in Academic Catalog
- **Academic Issues:** Student Appeals Center in Resolution Services. See Student Appeals Center Section in Academic Catalog
- **Grade Disputes:** Director of Academic Affairs or designee. See Grade Disputes section in Academic Catalog

Step Two: Mediation

If a dispute is not resolved as a result of Step One, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association (AAA) for the purpose of having a neutral mediator appointed in accordance with AAA's mediation rules.

The mediator shall schedule the mediation as expeditiously as possible. All parties will have the opportunity to attend and participate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all mediations, any resulting resolution must be mutually agreed to by the parties, which shall constitute a final and binding resolution of the matter.

Step Three: Binding Arbitration

If a dispute is not resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

1. The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association ("AAA"). Except as provided in this Agreement, the arbitration shall be held in accordance with the then current Consumer Arbitration Rules of the AAA ("AAA Rules"). The AAA Rules are available by navigating to the "Rules and Procedures" section of www.adr.org, or by requesting a hard copy from the University Legal Department, currently at 4025 S. Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, Arizona 85040.

2. In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, and present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.

3. Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.

4. The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.

5. The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties. A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.

Complaints to the Bureau for Private Postsecondary Education

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Student Loans and Financial Aid

If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If you have received federal student financial aid funds, you are entitled to a refund of moneys not paid from federal student financial aid program funds. Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and

Responsibilities Statement, <http://www.direct.ed.gov/pubs/dlrights.pdf>, attached to the Master Promissory Note (MPN).

Student Address Changes

Students are **required** to immediately notify the University any time they change their current address. Students can provide this notification by updating their current address in the Contact Information section of their profile on the student website (<http://my.phoenix.edu>).

If you are a student enrolled in any of the following programs that prepare for licensure or certification, you will also need to contact your University Advisor if your current address changes to another state or jurisdiction:

Bachelor of Science in Education/Elementary Education (BSED/E)
Bachelor of Science in Education/Early Childhood Education (BSED/ECH)
Bachelor of Science in Liberal Studies (BSLS)
Master of Arts in Education/Elementary Teacher Education (MAED/TED-E)
Master of Arts in Education/Secondary Teacher Education (MAED/TED-S)
Master of Arts in Education/Special Education (MAED/SPE)
Master of Arts in Education/Administration and Supervision (MAED/ADM)
Alternative Pathway/Elementary Education (CERT/AP-E)
Alternative Pathway/Secondary Education (CERT/AP-S)
Alternative Pathway/Special Education (CERT/AP-SE)
Bachelor of Science in Nursing/LPN/LVN to BSN (P/VN/BSN)
Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP)
Master of Science in Nursing/Family Nurse Practitioner (California) (MSN/FNP-CA)
Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM)
Master of Science in Nursing Concentration in Nurse Education (MSN/NED)
Master of Science in Nursing Concentration in Informatics (MSN/INF)
Doctor of Nursing Practice (DNP)
Post Master's Certificate in Nurse Administration (CERT/NAD)
Post Master's Certificate in Nurse Education (CERT/NED)
Post Master's Certificate/Family Nurse Practitioner (FNP)
Bachelor of Science in Nursing (BSN)
Bachelor of Science in Nursing (Competency Based) (BSN-CB)
California residents Bachelor of Science in Social Work (BSSW)
Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH)
Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT)
Master of Science in Counseling School Counseling (MSC/SC)

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ACADEMIC POLICIES

Academic Advisement

All students will have an Academic Counselor to support them in their educational journey from the start of their first class until after graduation. Academic Counselors work with students holistically on needs that exist both inside and outside of the classroom. Academic Counselors collaborate with students on the development of their individualized academic plans, assist with educational milestones, and maintain the commitment to earn a degree. Academic Counselors also educate students regarding the requirements of their academic program, ensure that students have the information they need to make informed decisions about their career goals, and provide coaching to support students in overcoming any obstacles that may arise on their path to graduation.

Additional services available on the student website include transfer credit summaries, official grades, program GPA, the ability to request transcripts, and access to a variety of career resources. All students are notified of their official transfer of credits at the time of official evaluation and may review their official transcript evaluation, which includes evaluation of course waivers for core courses in the student's degree program. Progress toward degree completion can be reviewed at any time on their student website.

Registration

Applicants to the University must enter into the most current program of study available in their state or jurisdiction and modality. Students must sign an Enrollment Agreement for the program of study which they intend to pursue. The student's Enrollment Agreement defines the student's curriculum and program requirements. The executed Enrollment Agreement will be effective for one year from the date signed. A signed Enrollment Agreement must be on file before students are allowed to start class.

A Social Security number (SSN) is required to be recorded on a student's education record if the student has or will receive US Federal Title IV funding, US Federal Veterans Affairs funding, and/or US educational tax credit/T-1098. Students who have not or will not be receiving these types of funding will need to complete the Social Security Number Override Verification form if the student prefers to have the SSN omitted from their education record. Should the University be made aware that US Federal Title IV funding, US Federal Veterans Affairs funding, and/or US educational tax credit/T-1098 has or will be disbursed to a student, the student's SSN will be added to their education record by the Registrar's Office. If this occurs, the student will be notified by the Registrar's Office that the SSN Override has been administratively rescinded.

Official Evaluation

The Office of Admission and Evaluation (or designees) reviews applicants' required admission documents to render an official evaluation decision.

A signed Enrollment Agreement must be on file prior to completing the official evaluation, and must be signed within 90 days of the Admission Application or Program Change Addendum. Upon completion of the evaluation, the student will be placed in the 'OF' Evaluation Status and will receive official communication of the decision.

Admission Statuses

University of Phoenix (UOPX) recognizes the following admission statuses for degree and credit-bearing certificate seeking students:

Applicant: (RR)

Applicants qualify for Applicant (RR) status after account creation while completing the application for admission. Students in RR admission status are being evaluated for admission to the University. Students on RR admission status may attend up to four UOPX courses upon signing the Enrollment Agreement and payment of the application fee (if applicable).

Orientation Pending (OP)

Applicants to designated undergraduate programs requiring the University Orientation Workshop, who list less than 24 previous college credits as recognized by the University on the admissions application, will be placed in Orientation Pending (OP) admission status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admission status must satisfactorily complete the University Orientation Workshop.

Admitted with Condition (AC)

Admitted with Condition (AC) status is applicable for a University sponsored risk-free period for designated programs. Applicants will be eligible for this status if they meet the following criteria:

- Have not previously been admitted as a regular student to the University
- Have not previously attended a credit-bearing course with the University

Students will be placed in AC status after all admission documents have been received, the admission file has been reviewed, and the minimum admission requirements for the chosen program have been met. As a condition of admission, students on AC status must meet class attendance requirements in the fourth week of their first course (or after) and have all transfer credits evaluated prior to being unconditionally admitted.

En-route Credential: (EC)

Students who are pursuing an en-route credential on the way to earning a higher-level degree program will be placed in En-route Credential (EC) admission status for the lower level program being earned en-route. A student's admissibility as a regular student will be enforced and maintained under the degree program associated with the student's Enrollment Agreement.

Admitted: (AM)

Applicants will be granted unconditional admission and placed in Admitted (AM) status after all admission documents have been received, the admission file has been reviewed, and all admission requirements and conditions for the chosen program have been met.

Deferred: (DF)

Applicants will be placed in Deferred (DF) admission status if documents or information required for admission (AM) are missing from the file. Applicants will remain on DF status until the required documentation or information is received. Applicants in DF status cannot attend class and will be administratively withdrawn from the University until the status is resolved.

Provisional: (PV)

Students in designated master's degree programs who meet all admission requirements except the minimum GPA requirement for their program may be admitted in Provisional (PV) status. Students admitted in PV status must achieve a GPA of 3.0 in their UOPX coursework by the end of the fourth completed program applicable course. Students with a GPA below 3.0 at the end of the fourth completed program-applicable course will be disqualified for admission (DA) and will remain in PV admission status. Concurrent enrollment is prohibited in this status.

Students admitted in PV status will not be placed on Academic Probation (AP) status within the first four program-applicable courses completed at the University. If students do not achieve a GPA of 3.0 by the end of their fourth course, when they return from Disqualified for Admission (DA) status they will also be placed on AP status.

The following criteria will apply to courses completed as part of the PV requirement:

- Non-credit-bearing coursework will not be counted.
- Students may repeat courses. Repeated courses, designated with a repeat (R) code on the transcript will count toward the four course PV requirement.

Applicant International Credentials:

Applicants will be placed in Applicant International Credentials (RI) status if the applicant is applying to UOPX using copies of international credentials. Applicants will not be granted unconditional admission using copies of international credentials until verification or an original international academic record is received. Students in RI admission status may attend up to four UOPX courses.

Non-Degree: (ND)

Applicants interested in taking coursework at the University, but not interested in pursuing a degree or credit-bearing certificate, may register as non-degree students and be placed in Non-Degree (ND) status.

Denied for Cause: (DC)

Applicants who have violated a University policy or procedure or who have committed some other act which, if he or she were already a student would pose a risk to the University or would subject him or her to sanctions for violating the Student Code of Conduct, will be placed in Denied for Cause (DC) status and will be administratively withdrawn from the University.

Denied: (DN)

Applicants will be placed in Denied Admission (DN) status and will be administratively withdrawn from the University if the minimum requirements for admission to a program are not met.

Admission Deadline Exceeded: (DE)

Students who are unable to attain AM status by the completion of their fourth course will be placed in Admission Deadline Exceeded (DE) status and administratively withdrawn from the University.

Re-entry Required (RE)

Students who were previously placed in one of the following admission statuses for a program, but who have not posted positive attendance in a course for the time designated by the Academic Program Re-entry policy, will be placed in Re-entry Required (RE) admission status: AM, PV, IV, OP, or AC. Students placed in RE status may return to their academic program if they meet the criteria outlined in the Academic Program Re-entry policy and their specific program policy.

Prior Learning Assessment

Prior Learning Assessment Eligibility Guidelines

University of Phoenix (UOPX) offers Prior Learning Assessment (PLA) as an option by which officially evaluated students can earn assessed credits toward degree completion requirements.

All prior learning must have academic equivalence to college-level learning to be awarded credit.

- All coursework, professional training, and experiential learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the post-secondary level as defined by the University's acceptable transfer activity policy.
- Credit is granted for demonstrated knowledge, not for experience alone. Learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

Students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential journals upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in experiential journals conforming to the writing standards required of all students enrolled at UOPX.

Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activities, the UOPX required course of study, or topics from other submissions for credit.

UOPX integrates best practices and frequently consults and reviews standards from industry leaders such as the Council for Adult Experiential Learning (CAEL) and the American Council on Education (ACE) when assessing prior learning.

UOPX recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University's PLA department.

Courses which have been transcribed for academic college-level credit by a college or university with ACCJC, HLC, MSCHE, NEASC-CTCI, NECHE, NWCCU, SACSCOC, or WSCUC accreditation are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

UOPX or Apollo Education Group noncredit courses and certificates resulting in Continuing Education Units (CEUs), Professional Development Units (PDUs), or Contact Hours cannot be submitted to the University's internal PLA department for assessment.

PLA may apply toward both the lower division and upper division credit requirements of the University's undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student's residence. PLA may also apply toward graduate level requirements upon the assessment and review of the activity by the appropriate college in which the associated graduate-level program or courses reside.

Students may not rewrite an experiential journal more than once. Students may submit a completed experiential journal up to 90 days after a journal topic has been removed or modified from the Approved Journal Topic List.

The University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

Prior Learning Assessment Credit Assessment

Credit is awarded based on clock hours or academic content equivalence as determined by Prior Learning Assessment (PLA) evaluators, one of the University's colleges, or the Provost's Office. All applicable coursework and training determined to be post-secondary content using a clock-hour conversion will be evaluated for PLA credit using the following clock hour-to-credit ratio:

- 15 in-person classroom instruction clock hours = 1 semester credit
- 30 laboratory/clinical clock hours = 1 semester credit
- 30 self-paced study clock hours = 1 semester credit

If an item submitted for professional training review is determined by the PLA evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential journals will be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Journal Topics List.

With an approved journal, the student will be awarded the credit as indicated in the journal submission documentation. Incomplete or unsatisfactory journals will not be awarded credit. No partial credit will be awarded for journals.

Experiential journals will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

Assessed credits will appear on the student's University of Phoenix transcript after they are awarded.

Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered.

A student enrolled in an associate degree program may earn a maximum of 15 credits for experiential journals and a student enrolled in a bachelor's degree program may earn a maximum of 30 credits for experiential journals.

Corporate Agreement - Credit Recommendation Guide

The University creates corporate agreements with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations are created in the format of a Credit Recommendation Guide (CRG).

CRGs define transferability, applicability, and individual credit recommendations of corporations' professional training/seminars (assessed as comparable to college-level learning) to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs, as content may change over time.

Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in PLA Credit Assessment. A list of corporations with which University of Phoenix has established corporate agreements can be viewed at [http://www.phoenix.edu/admissions/prior_learning_](http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html)

[ing_assessment/corporate-credit-recommendation-guide.html](http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html).

Prior Learning Assessment Fees

There are no fees associated with the services rendered or awarding of credit through Prior Learning Assessment.

Standardized Credit Recommendations

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution's discretion.

Credit awards are applied toward UOPX Degrees. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Student Academic Standing

The University recognizes the following student academic statuses for degree and certificate seeking students:

Regular (RG)

student is compliant with applicable academic standing and progression program requirements.

Disqualified for Admission (DA)

results when provisionally-admitted students fail to achieve the minimum-required GPA at the end of the Provisional Admission (PV) period. The date of disqualification is determined by the course end date of the final course completed within the PV period. Students placed on DA status:

- will be administratively withdrawn from the University and are not eligible to reapply until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have completed the disqualification period.
- upon returning are required to retake or replace the program applicable course(s) that have the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Academic Disqualification (AD)

results when students on Academic Probation (AP) fail to achieve the minimum-required GPA at the end of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the AP sequence. The University will note the date a student is placed on and removed from AD on the permanent transcript

Students placed on AD status:

- will be administratively withdrawn from the University and are not eligible to return until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.
- upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)

results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum

grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the program GPA based on attempted credits. The University will note the date a student is placed on and removed from SD on the permanent transcript.

Students placed in SD status:

- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by University policy.
- may not transfer to another program (including concentration, emphasis, specialization, or major) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

results when a student is suspended for a designated period or indefinitely from the University. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed in SS status will not be allowed to continue in their program or transfer to another program (including concentration, emphasis, specialization, or major) until the designated period for the suspension has ended and/or the student's status has been updated.

Expulsion (EX)

results when a student is administratively withdrawn from the University and not permitted to return under any circumstance. The date of expulsion is noted on the official transcript.

Program Academic Standing

The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG) - Student is in compliance with applicable academic standing and progression program requirements.

Academic Probation (AP) - Students will be placed on AP status when their program grade point average (GPA) falls below the minimum GPA required in their program. Students on AP status are restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence. Concurrent enrollment is prohibited in this status.

Scholastic Probation (SP) - Students in competency-based education (CBE) programs will be placed on Scholastic Probation (SP) program academic status if a NM grade is earned in a course. If a student repeats a course due to receiving a NM grade and receives a grade of NM on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the program.

Students who have been placed on SP status:

- must retake the course to be repeated at the earliest available scheduling opportunity.

Note: The earliest available scheduling opportunity is the soonest feasible opportunity for the student to take the repeat course, without requiring the student to drop a course in which attendance has been met. Retake course scheduling opportunities are ranked in preferred order below:

- If the student is going to earn a NM grade because they have failed the final attempt at a competency during the course (i.e. before the course end date), the repeat course should be scheduled in place of a course in the next scheduled block, before the start date for that block of courses.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, and the student has not yet posted attendance in all of the courses in that block, the retake should be scheduled in place of another course in that block in which the student has not yet posted attendance.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, the student may add the retake to the current scheduled block of courses, if adding it will not result in more than four concurrent courses on the schedule.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, the student has posted attendance in all of the courses in that block, and it is either not permissible (due to the number of courses on the schedule) or not conducive to academic success to add the course to the current scheduled block of courses, the student can defer the retake until the next scheduled block of courses.
- may not transfer to another program or major without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Additional SP status requirements apply for students in the BSN-CB program; those requirements are documented in the BSN-CB program policy.

Course Statuses

Administrative Withdrawal (AW)

Student has been withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

Audit (AU)

Student has received appropriate approvals to observe the course and will not receive a letter grade.

Completed (CO)

Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade. For competency-based education (CBE) courses, the student has met the attendance requirement and has received a MA, ME, or NM grade.

Dropped (DR)

Student was in a SC or EN course status and has requested to be removed from the course. The student has not met the minimum attendance requirements in the course. Students enrolled in a CBE program may drop courses for which attendance requirements have been met if they are requesting to drop all of their concurrently enrolled courses.

Enrolled (EN)

Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements. For CBE students, the student has met the course attendance requirement, and continues to meet the academic engagement requirement.

Obsolete (OB)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

Scheduled (SC)

Student has registered for a course and no class attendance has been posted.

Insufficient Attendance (TA)

Student has been automatically removed from the course due to not meeting minimum class attendance requirements and/or the CBE academic engagement requirement.

Withdrawn for Admissions (WI)

Student not officially evaluated or student has been removed from admissions (AM) status after completing five courses.

Waived with Credit (WO)

The Office of Admissions and Evaluation or the Registrar's Office has processed a waiver.

Withdrawn for Prerequisite (WP)

Student has failed to meet the course or program prerequisite requirement.

Exemption (WV)

Course has been waived without credit.

Candidacy Statuses

Level 1 Candidate Status: Level 1 candidate status is determined at the time of admission and is based on the admission requirements for the desired program. Not all programs have a candidate status requirement.

- 1S: Level 1 Candidate Status Satisfied: Applicant has met admission requirements and has been admitted.
- 1N: Level 1 Candidate Status Not Satisfied: Applicant has not met admission requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 candidate status. Applicants in a 1N candidate status are restricted from taking courses and are administratively withdrawn from the University until admission requirements are met.

Level 2 Candidate Status: Level 2 candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.

- 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate with a status of 2N will be administratively withdrawn from the University and restricted from attending any future courses until the requirements are met.

Enrollment Status

The University recognizes the following enrollment statuses:

Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for their program is at least 6 credits for an academic year, the student is meeting course attendance and-for Competency Based Education (CBE) programs--academic engagement requirements, and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.
Active Less Than Half Time	L	The student's required academic workload for their program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is meeting course attendance and (for CBE programs) academic engagement requirements and student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and IX grades are excluded from the 14 day out of attendance calculation.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official, or administrative.
Academic Complete	C	Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University Registrar's Office officially conferred the degree.

Enrollment Status	Code	Definition
Graduated	G	The student has completed all program requirements and degree is conferred.
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in their program.

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the most recent activity.

Student Falsification of Information

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

General Grievances

The University has established specific processes for students who wish to submit a grievance or appeal. These processes are outlined within the following policies: Grades, Non-Discrimination and Equal Opportunity, Harassment, Student Dispute Resolution Policy and Procedures, Grade Disputes and Corrections, Academically-Related Appeals - Student Appeals Center, and Student Code of Conduct.

Grievances relating to financial aid and account balances must be reviewed by campus management before being submitted to the Resolution Services. When such a grievance is received in Resolution Services, the student will be provided with guidance on filing a formal grievance via that office.

Student grievances and appeals not addressed in policy can be submitted in writing to Resolution Services, which will determine the appropriate course of action.

Academically-Related Appeals - Student Appeals Center (SAC)

Requests for exceptions to academic policy must be submitted via appeal to the Student Appeals Center (SAC). SAC decision-makers have the authority to make exceptions to University policy based upon a student's individual circumstances. Decisions are based upon maintaining the academic integrity of the institution. It is incumbent upon the student to provide their campus representative with an appeal letter and all relevant documents and statements of support for the request. Students and campus representatives are required to refer to the specific policy being appealed in order to determine the eligibility of the request. SAC Decisions are ineligible for appeal through any other entity within the University.

Grading Procedures

Course grades can be viewed on the student website (<http://my.phoenix.edu>) on the Schedule and Grades link or Program tab. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Transcripts under the Quick Links listing. Faculty members are required to post final grades within seven days of completion of the course.

The University has established the following grading guidelines to be complied with by all faculty.

Grade Definitions

Student grades represent the work and knowledge level attained within the regularly scheduled course dates. Only the faculty member assigned to teach a specific course is authorized to issue grades to the students in the course. Final grades may only be changed by the faculty member after the grades have been submitted if an approved formal grade dispute is on file or if the faculty member determines the original grade was improperly calculated.

Effective 9/1/2007, the University of Phoenix (UOPX) has established the following grading guidelines with which all faculty must comply:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.67
A-	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .67
B-	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		

Competency-Based Education (CBE) Grades:

Grade	Quality Points
MA	= 4.00
ME	= 3.00
NM	= .00

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete
 IP = In Progress
 IX = In Progress extension
 W = Withdrawal
 W/F = Withdrawal failing
 P = Passing
 AU = Audit
 QC = No grade awarded
 NC = No credit
 WC = Waived with credit

The minimum passing grade for a University course is D-; however, some University programs and courses require higher mini-

minimum grades. Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points, as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high levels of originality and creativity.

B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.

C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.

D = Minimally acceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.

F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

I = INCOMPLETE. Student is granted extension to complete assignments. A student who receives an Incomplete is given up to five weeks, at the discretion of the faculty, beginning five days after the scheduled course completion date, to complete the course requirements and receive a grade.

Each assignment submitted during the Incomplete extension period will receive a 20% deduction, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an Incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an Incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of deducting 20% per assignment submitted during the Incomplete extension period shall be waived for deployed students.

IP = IN PROGRESS. An IP grade may be awarded in the following instances:

- IP grade can only be awarded in qualified courses by the instructor. The IP grade allows the student additional time to complete requirements. IP grades will default to a QC or an F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe. Faculty are not required to subtract one letter grade for IP grade awards.

IX = IN PROGRESS EXTENSION. An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who are approved for reasonable accommodations under the Americans with Disabilities Act (ADA) or Title IX.

- For ADA: A new IX course completion date for ADA accommodations must be determined by the Disability Services Advisor. The Registrar's Office will work with the Disability Services Advisor to determine the IX course completion date for ADA accommodations.
- For Title IX: A new IX course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Coordinator to determine the IX course completion date for Title IX accommodations.
- Students who are approved for reasonable accommodations will not have their grades penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.

QC = No grade awarded. A QC is awarded in the following instances:

- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

W = WITHDRAWAL Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the University. A "W" grade will be issued in the following scenarios:

- The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.

WF = WITHDRAWAL/FAILING Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one week of a course and reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

UOPX required course, waived with credit.

CBE Grade Definitions:

MA = MASTERED. A grade of MA is given for performance of demonstrated competency that exceeds course expectations as defined for course competencies. A grade of MA is equivalent to an A in traditional grading formats. Students must achieve a grade of MA for all required competency assessments to be issued a grade of MA for a course and be awarded credits.

ME = MET. A grade of ME is given for performance of demonstrated competency that meets course expectations as defined for

course competencies. A grade of ME is equivalent to a B in traditional grading formats. Students must achieve a minimum grade of ME on all competency assessments to be issued a grade of ME for the course and be awarded credits.

NM = NOT MET. A grade of NM is given for performance that does not demonstrate the minimum competency level expectations for a course. A grade of NM is issued when all attempts at any one competency have been exhausted without a passing grade, or students do not achieve a grade of ME - or higher - for all competencies in a course by the end course date.

W = WITHDRAWAL. Student has recorded positive class attendance, and withdrew from the course due to any of the following scenarios:

- Student failed to meet the academic engagement requirement for their program (exceeded 14 consecutive days without an academically-related activity in any CBE course in their program)
- Student has been administratively withdrawn from the University and/or program during the course.

I = INCOMPLETE. Student granted extension to complete assignments. A student who receives an incomplete is given five (5) weeks, from the scheduled course completion date to complete the course requirements and receive a grade. An incomplete may be requested as of the start of week 15, up through the Friday before the course end date, provided that the student is meeting the following criteria:

- Has met the course attendance requirement and is meeting the academic engagement requirement.
- Has successfully completed and received a grade of ME - or higher - on the majority (e.g., two out of three assessments) of the required competency assessments in a course.

To ensure optimal focus on completing assessments, students are not permitted to pursue more than five courses concurrently, whether those are courses with I grade extensions or courses the student is currently enrolled in. Students who receive approval for more than one I grade in their current block of courses will be required to drop the requisite number of courses from their next scheduled start date to ensure that they are not pursuing more than five courses concurrently (e.g., a student approved for two I grades, who has four courses scheduled in their next block, will be required to drop at least one of those four courses).

Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension.

IX = IN PROGRESS EXTENSION. An IX grade may be awarded in the following instances:

This grade is only awarded to eligible students who are approved for reasonable accommodations under American Disabilities Act (ADA) or Title IX. An IX may be granted provided that the student is meeting the following criteria:

For ADA: A new IX course completion date for ADA accommodations must be determined by the Disability Services Advisor. The Registrar's Office will work with the Disability Services Advisor to determine the IX course completion date for ADA accommodations.

For Title IX: A new IX course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Coordinator to determine the IX course completion date for Title IX accommodations.

Students who are approved for reasonable accommodations will not be penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX.

IX grade will default to a NM when the course exceeds its expiration date and no grade has been submitted.

The faculty evaluator issues grades for CBE competencies and courses. Only grades earned for a CBE course are listed on student transcripts. Grades for individual CBE competency assessments are not listed. Students have a maximum of 16 weeks to complete all competency assessments within a CBE course.

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree or certificate program. Program GPA is the sum of the student's UOPX program-specific quality points divided by the sum of the student's UOPX program attempted credits.

UOPX cumulative GPA is a calculation of all completed UOPX courses. Cumulative GPA is the sum of the student's UOPX quality points divided by the sum of all the student's UOPX attempted credits.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.67
A-	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .67
B-	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		

Program applicable coursework that may not apply toward the program in terms of credit but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the program GPA.

Students wanting to improve their GPA may repeat a previously completed course, or complete an equivalent. The initial course will be removed from the GPA calculations, and the most recent course will be applied and calculated regardless of the grade earned. Additionally, the credits earned for the initial course will no longer apply to the student's record. Academic Standing and Scholastic Disqualification policies will need to be referenced within each program for additional guidelines or limitations.

Academic Forgiveness

- University of Phoenix (UOPX) provides the following academic forgiveness options for students.
 - Course Repeat:** Students wanting to improve their GPA may repeat a previously completed course or complete an equivalent. The initial course will be removed from the GPA calculation, and the most recent course will be applied and calculated regardless of the grade earned. Additionally, the credits earned for the initial course will no longer apply to the student's record. Refer to Academic Standing and Scholastic Disqualification policies within each program for additional guidelines or limitations.
 - Academic Reprieve:** To allow for a student's program GPA to recover from lower grades earned due to extenuating life circumstances, students enrolled in an undergraduate degree program, who have completed at least four GPA-applicable UOPX courses, may request to have two course grades removed from calculating into their program GPA for the duration of their undergraduate studies at UOPX. Students enrolled in a graduate degree program, who have completed at least four GPA-applicable UOPX courses, and who are not on Provisional Admission (PV) status, may request to have one course removed from calculating into their program GPA for the duration of their graduate studies at UOPX. Doctoral and certificate programs are not eligible for Academic Reprieve.
- Courses removed from the program GPA through Academic Reprieve will continue to apply to the cumulative GPA.
- Required course of study courses in which students earned a non-passing grade, and any course that earns a non-passing grade as a result of a student code of conduct sanction, are not eligible for Academic Reprieve. Additionally, courses that have a minimum grade requirement are not eligible for Academic Reprieve; this may include capstone, practicum, clinical, internship, field placement, and student teaching courses.
- Students who request Academic Reprieve for a course that received a passing grade will continue to receive credit for the course after the grade has been removed from the program GPA calculation.
- Students using Academic Reprieve for a general education or elective course that received a non-passing grade will have the grade removed from their program GPA, but will be required to satisfy the applicable requirement through another UOPX course or an acceptable transfer activity.
- All courses and their associated grades, for which grades are removed from the program GPA calculation as part of the University's Academic Forgiveness policy, will continue to appear on the student's official transcript.
- Students are not eligible to apply Academic Reprieve to a program after the degree has been conferred.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at <http://my.phoenix.edu>. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Transcripts will be released only to students who are in good financial standing with the University.

Students can order their official transcript on their student portal or on the National Student Clearinghouse site at <https://www.studentclearinghouse.org/students/>. If you're near Phoenix, Arizona you can pre-order and pick up (by appointment only) your transcript with a photo ID by calling the Admissions and Records Service Center at 800.866.3919 during regular business hours (8:00AM -5:00PM, MST).

The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, disc or electronic imaging system.

Record Retention

The University maintains students' transcripts, transcript keys and transfer credit information permanently pursuant to its records retention policies. For information on retention periods for other types of student records, please contact the Registrar's Office.

Grade Disputes and Corrections

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or the faculty member determines the original grade was improperly calculated.
- Requests or disputes related to grades must be resolved by the faculty member in accordance with academic policies. The faculty member's decision is final, unless the dispute alleges discrimination or harassment.

- Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
- Disputes challenging a grade that also allege discrimination or harassment by the faculty member are addressed according to the Equal Opportunity, Harassment, and Nondiscrimination policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the relevant director of academic affairs, or designee, who may mediate a resolution between the student and faculty member. The decision regarding whether to change the grade rests solely with the faculty member when adhering to academic policies.
- Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.
- Decisions for grade disputes must be rendered prior to credential conferral.

Program and Modality Changes

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with appropriate campus personnel as some other institutional requirements or restrictions may apply. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.

Students making a permanent change from one modality to another (e.g., online to local campus, or local campus to online) are required to sign a new Enrollment/Disclosure Agreement specific to the new modality.

The following policies apply to students enrolled in a competency-based education (CBE) program who opt to change into a non-CBE program.

- Students cannot change programs while active in a CBE course
- Students enrolled in a CBE program are not eligible to dual-enroll in any other program.

Students may not change to a CBE program from any other program (including another CBE program).

Credential Conferral

The Registrar's Office will confer a student's degree or certificate upon the completion of all academic program requirements. Following credential conferral, the University will issue one diploma or certificate to the student, with the approved name and address indicated by the student on their student website. If a diploma name is not provided on the student website, the certificate or diploma will be issued with the official name recorded in the student information system.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and

applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied.

Degree and certificate conferral dates cannot precede the date the program was approved and became available in the student's state or jurisdiction.

Once a credential has been conferred, modifications cannot be made to a student's official academic record (e.g., students taking coursework to improve their program GPA).

Degree Posting

Degrees are conferred and posted to students' academic record with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit bearing and non-credit bearing requirements have been met, and all credit has been posted to the academic record. The student's individual program completion date is recorded on the academic record and transcript, indicating that the final academic requirements for the degree were completed on that date.

Diplomas are printed bearing the last day of the month in which all degree requirements were completed for all students who have completed the degree requirements and who have met all financial obligations to the university.

Students who are not eligible for degree conferral are notified by their Academic Representative of their degree deficiencies.

Rescinding Academic Credentials

Situations may arise where it becomes necessary for University of Phoenix (UOPX) to rescind a previously conferred academic credential (degree or certificate).

UOPX reserves the right to rescind academic credentials under the authority and direction of the University Provost and Registrar.

An academic credential may be rescinded if it is discovered that a student had not fulfilled all of the credit-bearing and/or non-credit-bearing requirements. Other scenarios in which a credential may be rescinded include, but are not limited to, student, faculty, and administrator errors; student code of conduct violations; plagiarism; dishonesty; fraud; misrepresentation; or misconduct by students staff, faculty and administrators.

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

The University may present posthumous degrees for deceased students who were enrolled, posted positive attendance in a University degree program, were in good academic standing, and had not been administratively withdrawn in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student, or to the executor of the estate with official written authorization.

Graduation with Honors

Bachelor's degree students who complete their degree program with a program GPA of 3.85 or higher will graduate with honors. The "Graduated with Honors" designation will appear on the University diploma and permanent transcript

Participation in Commencement Ceremony

Commencement ceremonies are held at several locations across the country.

Degree seeking students who meet the eligibility requirements may participate in any University of Phoenix (UOPX) commencement ceremony. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website.

Students who have met all of the requirements and completed a degree program with (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet the requirements as outlined below.

- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University
- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
 - Associate: - Successful completion of all but 6 credits
 - Bachelor's and master's: - Successful completion of all but 9 credits
 - Doctoral: - Successful completion of all credit and non-credit bearing degree requirements, including an approved dissertation or applied project, and signature page signed by the Dean.

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted.

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed an academic credential. Academic standards must be met in order for an academic credential to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

All bachelor's degree students who have met the University Honors requirements, by the commencement ceremony date, and have met all other eligibility criteria, will be recognized at commencement ceremonies with the University honor cord. Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the "Graduated with Honors" designation on the University diploma and permanent transcript. Academic standards must be met in order for a "Graduated with Honors" degree to be awarded. Students may fail to meet the University Honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Program Completion Deadlines

The following program completion deadlines outline the timeframes allotted to students to complete all requirements for their

selected program version

Program	Years for Completion
Certificate	within 5 years
Associate of Arts	within 5 years
Associate of Arts (Credit Recognition)	within 2 years
Bachelors	within 8 years
Masters	within 5 years
Doctoral except for PHD/IO & EdS	within 8 years
PHD/IO	within 9 years
EdS	within 3 years

Students who are enrolled in more than one program at a time, wherein all of the courses required for one of the programs are scheduled and completed under the other program (e.g., all of the courses for a certificate program on the student's record are scheduled and completed under a bachelor's degree program on the record), will only have a program completion deadline for the program that the courses are scheduled under, and will be held to that deadline for both programs.

Program completion deadlines are calculated based on the course start date for the first credit-bearing course in which a student is scheduled and posts positive recorded class attendance after their enrollment agreement sign date for their program.

Students who are actively attending their final program-applicable course (i.e., meeting attendance requirements for the course) at the time their program completion deadline expires and complete all program requirements during the final course, will still be considered to have completed their program within the completion deadline.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student's program completion deadline.

Students who change their program and/or version will have a new program completion deadline calculated based on the course start date for the first credit-bearing course in which they were scheduled and post positive recorded attendance under their new program and/or version after the student signature date on the most recent enrollment agreement on file.

- Students who post positive class attendance, change their program, and then revert back to their prior program version, will be held to their original program completion deadline for that program version.

Disclaimer on Job Placement

The purpose of the degree programs offered by the University of Phoenix is to extend the nature and range of careers available to its students by providing a quality education that integrates theory with practical application. However, the University cannot offer guarantees of job placement, advancement, or continued employment.

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered non-degree students and will be enrolled under the Non-Degree (ND) admission status. Non-degree students are subject to all institutional policies, except those that indicate that they are specific to degree-seeking or certificate-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency. Non-Degree courses are divided into the following categories:

- General education or elective for-credit courses that are not currently part of a required course of study for a degree or certificate program.
- Courses that are part of a required course of study for a degree or certificate program.
- For-credit courses that are part of an extension offering for a college or non-credit-bearing courses that are part of a Continuing Education offering.
 - Students may not have any Continuing Education for Educators (COLEXT-ED) coursework apply to any program requirements (including general education, interdisciplinary, elective, or required course of study requirements) unless that coursework was completed prior to the Enrollment Agreement sign date for a degree or certificate program.

Enrollment of international students into non-degree courses in any of the three categories will only be made as permitted by US law. University of Phoenix (UOPX) will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For the purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

UOPX does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, non-degree students must meet the following academic preparedness requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.

- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results, or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement.
- Students who reside in the US must meet one of the following requirements:
 - Be a legal resident of the US
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Students must list TPS as the visa type on the enrollment paperwork.
 - Have been granted asylum or refugee status
 - Have a valid F1 Visa
- Students who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- Must meet state immunization and Health Insurance Requirements
- Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). If the prerequisites were satisfied with UOPX coursework a transcript would not be required. To satisfy a prerequisite the course must meet the following criteria:
 - have been completed at a college or university with approved institutional accreditation, or is a candidate for accreditation.
 - have been completed with a grade of "C" or better, or comparable passing benchmark
 - be comparable in content and must be an equivalent level or higher level course
- Must not have been expelled from UOPX or other institutions.

Non-degree students who wish to complete graduate level courses that are part of the required course of study for a degree or certificate program must provide proof of completion of an undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students may complete an unlimited number courses; however; non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program.

cate program. Non-degree students who are admitted into a degree program will need to meet the following credit residency requirements:

- 18 credits toward a graduate degree required course of study completed after admission into the degree program.
- 30 credits toward an undergraduate degree required course of study completed after admission into the degree program.

Except for courses in the College of Nursing, non-degree students will not be held to minimum grade requirements applicable to students in a certificate or degree program. They will receive credit for a course as long as they do not receive a failing grade. However, if they later choose to enroll in a certificate or degree program with the University, those students would be held to the higher minimum grade requirements for those courses in order to receive credit for them in the program.

Some for-credit courses have additional academic preparedness requirements for non-degree students.

College of Social and Behavioral Sciences Individual Counseling Non-Degree Courses

Non-degree students with a graduate degree in counseling or related field (e.g. Psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.

College of Nursing Individual Nursing Non-Degree Courses

Students enrolled in an approved RN-BSN Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Pathway Agreement Transfer Pathway Guides.

RN-BSN Pathway Agreement CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn. RN-BSN Pathway Agreement CEP students who have been scholastically disqualified will not be allowed to continue until they have taken the following steps: (E6)

- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the Academic Progression Student Agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

In addition to any course prerequisites required for non-degree students enrolling in nursing courses, students must provide documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:

- Guam
- American Samoa
- Northern Mariana Islands
- US Virgin Islands
- Puerto Rico

Non-degree students enrolling in master's level nursing courses must provide documentation of an undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students enrolling in doctoral level nursing courses must provide documentation of a master's degree or higher in nursing (MSN or MN) from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

College of Doctoral Studies Individual Doctoral Non-Degree Courses

Non-degree students enrolling in doctoral courses must provide proof of completion of a graduate degree from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LL.M). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an internship and the supervised student teaching component and teaching performance assessments.
- The California Early Completion Option consists of credit-bearing, non-degree coursework. Candidates are not completing a University of Phoenix (UOPX) certificate or degree.
- The California Early Completion Option requires:

- Completion of the following coursework (120 pre-service hours):

MAED/TED 07CA

Multiple Subject: MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA

Single Subject: MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA

MAED/TED 08 CA and MAED/TED 9CA

Multiple Subject: MTE 511; ELM 533; ELL 500; MTE 512; RDG 556; ELM 532

Single Subject: MTE 511; SEC 533; ELL 500; MTE 512; RDG 558; SEC 532

- Upon successful completion of required Early Completion Option (ECO) coursework and completion of additional requirements as outlined in the ECO checklist, students are eligible to apply for the intern credential.
- Early Completion Option students enrolled in this option must validate a full-time student teaching experience (minimum 15 weeks) as the teacher of record.
 - Students must successfully complete 15 weeks of supervised student teaching experience. Candidates will be assigned a faculty supervisor by the University throughout the program and their student teaching experience.
 - Students will be assigned a mentor at the school site for the duration of their district contract.
 - Students must earn a B or better in each of the student teaching seminars. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in each of the student teaching seminars will not earn quality points, as the grade is considered a failing grade.
 - Students have only one opportunity to successfully complete the student teaching experience.
- Early Completion Option students who have completed coursework but have not met their Institutional Recommendation (IR) requirements within the contracted school year, may not be eligible to maintain their internship credential.
- Early Completion Option students must pass the Teacher Performance Assessment (edTPA) on their first attempt and within one year of being issued the intern credential. Students who do not pass the edTPA on their first attempt must transition to the CA internship option in the MAED/TED CA programs.

Late Assignments

Individual course assignments will be accepted up to four days after the assignment due date, with a maximum 10% deduction for lateness. This includes final week individual assignments, which may be submitted up to four days after the course end date.

Course participation requirements must be met within the designated course week.

Competency-based education (CBE) competency assessments will be accepted up to two days after the course end date without a deduction.

Academic Recognition

University of Phoenix (UOPX) recognizes exceptional academic performance by students in a degree program on a semi-annual basis through placement on the Dean's List for their college, or on the University President's List.

To be eligible for recognition through placement on their college Dean's List, associate, bachelor's, and master's degree program students must meet the following criteria for courses completed during the six months prior to each semi-annual Dean's List publication.

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA toward an associate, bachelor's, or master's degree program.
- Have no courses on the student record with I, IX, IP, F, or NM grades (students will be eligible if I, IX, or IP grades are subsequently changed to an acceptable grade), or that have been removed from calculating into the program GPA through course repeats or Academic Reprieve.
- Achieve a qualifying GPA for UOPX courses completed during the six-month eligibility period:
 - Associate and bachelor's programs: 3.50 - 3.99
 - Master's programs: 3.70 - 3.99

To be eligible for recognition through placement on the University President's List, associate, bachelor's, master's, and doctoral students must meet the following criteria for courses completed during the six months prior to each semi-annual President's List publication:

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA toward an associate, bachelor's, or master's degree program, or at least nine UOPX semester hour credits that are applicable to the program GPA toward a doctoral program.
- Have no courses on the student record with I, IX, IP, F, or NM grades (students will be eligible if I, IX, or IP grades are subsequently changed to an acceptable grade), or that have been removed from calculating into the program GPA through course repeats or Academic Reprieve.
- Achieve a qualifying GPA of 4.0 for UOPX courses completed during the six-month eligibility period.

ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment- Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University's effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students' educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University's focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

University of Phoenix curriculum is designed to integrate adult learning theory, constructivist learning theory, brain-based learning research, and professional practice. Programs of study are defined and guided by professional standards, competencies, and/or proficiencies for student achievement of learning outcomes. Curriculum is designed to facilitate the acquisition of theoretical content and useful knowledge and skills identified as essential to the academic and professional success of working adults. The curriculum is designed to integrate academic theory, skills, dispositions, lifelong learning, and professional practice in a manner applicable to students' work and life experiences.

Assessment of Student Learning

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program, and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic, and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

- Assessment Planning
- Collecting Evidence and Analyzing Data
- Implementing Improvement

- Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools establish clear, measurable outcomes and ensure that students have sufficient opportunities to achieve outcomes; systematically gather, analyze, and interpret evidence to determine how well student learning matches stated expectations; use assessment findings to improve student learning; and monitor improvements by measuring changes in student learning over time.

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University's academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students' Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students' educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University's assessment system and reflected within the University Program Life Cycle (UPL).

Beginning of Program Survey (Registration)

During the registration process, students are asked to provide basic background information about themselves. Much of the information from this Registration Survey is used for analyzing outreach trends and for regulatory reporting. However, the Registration Survey also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University: to identify major academic and professional objectives, to rate the importance of factors influencing their decision to choose the University of Phoenix over alternative institutions, and to indicate what instructional methods are most effective in helping them assimilate and retain knowledge. The Registration Survey is also used to discover how students learned about the University, how they are financing their

education, where they live and work in relation to University facilities, and whether they are satisfied with the recruitment and registration processes.

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, learning teams, time allocation, University Library, administrative and support services, facilities and equipment, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, time allocation, administrative and support services, facilities, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

End-of-Program Survey

Students finishing their degree programs complete an End-of-Program Survey. This survey asks graduating students to evaluate their overall University of Phoenix experience in areas such as quality of the education they received, skills and knowledge, and workplace application, as well as career advancement and progression. University officials use the information from this survey to continually enhance curriculum, instruction, student services, and overall university operations.

Academic Alumni Questionnaire

Graduates are asked to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their educational experience according to the stated program student learning outcomes, how effective the University's teaching/learning model was in helping them achieve their educational goals, and their employers' opinions of the programs' benefits. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers in program evaluation. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower-and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which students' educational needs and expectations are being met during the enrollment process, throughout their course

work, when they graduate, and in their continuing professional development as alumni.

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member at least once every two years. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.

UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. You are automatically a lifetime member, and no fee or registration is required.

To get the most out of your membership, visit the alumni website at phoenix.edu/alumni. Begin connecting with the association and your fellow graduates, and start exploring the benefits available to you:

Career Resources

Graduates can continue to access, free of charge, a suite of career tools on PhoenixLink™. PhoenixLink™ is the University of Phoenix career planning and readiness platform. For details, visit phoenix.edu/career-services.html.

Alumni Services

- **Alumni Mentor Program** - Join forces: knowledge + experience = power. The program connects University of Phoenix students and alumni to UOPX alumni volunteers for one-on-one online mentorships. Alumni mentors share success stories, industry insights and provide motivation and support. You can apply to be a mentor today or request a mentor for yourself. Find out more on the Alumni Association website at phoenix.edu/alumni/mentor.
- **Alumni Chapters** - There are Alumni Chapters in cities across the country. Share experiences, advice and contacts informally by joining a chapter near you. To learn more about specific locations and chapter events, visit phoenix.edu/alumni/chapters.
- **Benefits & Savings** - Save money on brand-name items through University Marketplace, featuring discounts and cash-back offers from hundreds of retailers. Visit uopxalumnimarketplace.com. University of Phoenix also has agreements with several businesses to bring discounts to UOPX alumni. You can find these special offers on the Benefits and Discounts page of the Alumni Association website.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through Facebook®, Instagram®, LinkedIn®, Pinterest® and Twitter® online communities.
- **Homecoming** - The Alumni Association hosts Homecoming festivities across the country every year. Visit with old friends and make new connections. Other local networking and career events are held throughout the year. Visit phoenix.edu/alumni/events.
- **Share Your Story** - Tell others how education played a part in your success. Email your story to success@phoenix.edu.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit alumni.phoenix.edu/iGrad.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University's Alumni Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence found through the student portal.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/students/transcripts to order one.

Additional Information

Visit us on the Web at phoenix.edu/alumni

E-mail address: alumni@phoenix.edu

facebook.com/uopxalumni

instagram.com/uopxalumni

twitter.com/uopxalumni

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UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

Potential students applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a military university or college (Community College of the Air Force and US service academies) with approved institutional accreditation. If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance. Applications of individuals who have not gained admission to, or enrolled in the University, will be kept on file for one year. After that time, the applicant is required to submit a new application and materials for admission review.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits

All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States (US) to meet admission requirements may enroll in University of Phoenix (UOPX) courses

prior to official admission only if they meet all the following requirements:

- If residing in the US, have an appropriate immigrant or nonimmigrant status that does not prohibit educational studies;
- Graduate applicants must have a pre-evaluation completed by the Office of Admissions and Evaluation indicating that the applicant has the appropriate academic background to meet admission requirements;
- Must satisfy all other program-specific admission requirements.

Applicants who have earned an undergraduate degree, or other transfer credit, from an institution outside of the US, but who have earned a master's degree from a college or university with approved institutional accreditation are eligible to enroll with the University at the graduate level. All program-specific admission requirements must have been satisfied by the master's degree.

Undergraduate applicants relying on educational credentials from an institution outside of the US may enroll in UOPX courses upon the completion of their Admission Application and Enrollment Agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the US, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation. These are used to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes, previous academic credentials earned outside of the US must meet the University's verification standards prior to rendering an official admission or transfer credit decision. Verification of previous academic credentials earned outside of the US can be satisfied by one the following methods:

- Receipt and verification of official academic credentials issued directly to UOPX by the applicant's previous institution;
- Receipt and verification of official academic credentials held in possession of the applicant as the official record of academic studies conducted in the applicant's specific country;
- Receipt and verification of official correspondence issued directly to UOPX by the applicant's previous institution indicating that copies of academic credentials and/or level study is valid;
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admissions and Evaluation.

For applicants with academic records from colleges or universities earned outside of the US with approved institutional accreditation, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the US are considered comparable to US secondary completion credentials and do not need to be validated unless required by the applicant's state or jurisdiction.

Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement for

admission. Specific English language proficiency policies are included with each program's admission requirements.

If documents are issued to UOPX in a language other than English, the applicant will be required to obtain an official translation and submit it to UOPX. Translations must be completed and verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate, or by the Office of Admissions and Evaluation at UOPX if translation services are provided for that specific language.

The University is authorized under federal law to enroll nonimmigrant applicants. UOPX only issues Forms I-20/A-B to border commuters and approved doctoral applicants during their residency in the US. Form I-20/A-B is required by applicants who need to obtain F-1 (Student) visas to attend school in the US. The University is only authorized to issue the I-20 for applicants who will attend specific campus locations and programs recorded with the Department of Homeland Security.

Admission of international applicants will only be made as permitted by US law. UOPX will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For purposes of this policy an international applicant is defined as a non-US citizen or an applicant with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

All academic credentials sent to UOPX will become the possession of UOPX and will not be returned to applicants unless prior approval was granted by the Office of Admission and Evaluation.

F-1 Visas

The University provides support for the F-1 visas needed by foreign students by issuing the I-20 if requirements are met and sponsoring the student as long as they are attending their specific academic program for the duration of their F-1 visa. Students are responsible for their visa applications and all associated fees to be paid by the student directly to the Student Exchange and Visitor's Program (SEVP).

Admission Deadlines

University of Phoenix (UOPX) cannot guarantee that students who begin coursework will be admitted to their degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth UOPX course. Students who are unable to be admitted by the completion of their fourth UOPX course will be administratively withdrawn from the University and placed in Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix (UOPX).

- No appeals will be accepted for students expelled from UOPX.
- Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Students who fail to disclose all prior colleges and universities attended on their Admission Application may be charged under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- **Nevada:** Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement. *This Nevada requirement does not apply to College of Education programs.*
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- or-
- achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
- or-
- achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- or-
- achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

-or-

- successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- or-
- achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
 - The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
 - Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
 - Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A completed and signed undergraduate application
 - A signed Enrollment/Disclosure Agreement.
 - Completion of any state-specific required documents or forms.
 - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
 - Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

- Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

* Programs administered under the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Residency Requirements and Course Waivers for Bachelor Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Life Experience Journals credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

University Orientation Workshop

Applicants to designated undergraduate programs requiring the University Orientation Workshop for admission who list less than 24 previous college credits as recognized by the University on the admissions application are required to successfully complete the three week University Orientation Workshop (UNIV 100 for online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course.

The following define the University Orientation Workshop statuses:

- **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.
- **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation Workshop requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation Workshop. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.
- **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the GPA.

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

Risk Free Period Policy

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in week four or after of their first course, at which point the trial period ends.

Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the

catalog.

Academic Progression Requirements

Phoenix Success Series (Pathway A and Pathway B Programs)

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of the General Education requirements.
- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series (PSS) categories which will contribute to fulfillment of the General Education requirements.

Phoenix Success Series content area requirements	Credits	PSS Course Selection
Psychology	3	PSY 110
College level writing & College level research/ writing	6	ENG 110 ENG 210
Economics	3	FP 100
Critical thinking	3	HUM 115

Phoenix Success Series Preferred Sequence and Prerequisites

GEN 201	3 credits
Foundations for University Success	
PSY 110 ~	3 credits
Psychology of Learning	
ENG 110 ~	3 credits
English Composition I	
HUM 115 ~	3 credits
Critical Thinking in Everyday Life	
FP 100 ~	3 credits
Everyday Economics and Finances	
ENG 210 ~	3 credits
English Composition II	

- Concurrent enrollment is prohibited during any of the PSS courses.
- The PSS must be completed within the first six courses upon enrollment and prior to beginning the required course of study. The PSS contributes to fulfillment of General Education and Elective requirements.

First-Year Sequence (A Track and B Track Programs)

- Applicants disclosing 24 or more previous college credits on the Admissions Application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with University of Phoenix (UOPX), and are not required to enroll in the First-Year Sequence (FYS).

- Applicants disclosing fewer than 24 previous college credits on the Admissions Application, enrolling in designated undergraduate programs, are required to complete the FYS.
 - Prior Learning Assessment (PLA) and credits earned through National Testing Programs are not included as previous college credits when determining placement in the FYS.
- FYS students must satisfy all seven required courses from the FYS prior to enrolling in any other program applicable course.

Preferred Sequence

GEN 195	3 credits
Foundations of University Studies	
COM 170 ~	3 credits
Elements of University Composition and Communication I	
COM 172 ~	3 credits
Elements of University Composition and Communication II	
HUM 114 ~	3 credits
Critical Thinking and Creative Problem Solving	
PSY 211 ~	3 credits
Essentials of Psychology	
SCI 163 ~	3 credits
Elements of Health and Wellness	
FP 120 ~	3 credits
Essentials of Personal Finance	

- SOC 110 is an optional course that may be taken prior to the completion of the FYS. Students choosing to take SOC 110 may take the course any time after GEN 195.
- With the exception of GEN 195, FP 120, and HUM 114, FYS course requirements may be satisfied by any of the following means:
 - UOPX coursework,
 - Regionally or nationally accredited transfer coursework (C- or higher grade),
 - National Testing Programs
 - ACE evaluated Military credits
- Transfer activity used to satisfy a FYS course must be comparable in content to the UOPX course it is replacing, must be at least 2.67 credits, and must be equivalent level or higher.
- Concurrent enrollment is prohibited during any of the courses in the FYS.

University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.

Students have the following options to fulfill proficiency:

- Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
- Comparable approved institutional accredited transfer coursework, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Grade of C- or better (or academic equivalent)
 - At least 2 semester credits
 - Eligible to receive general education credits
- National College Credit Recommendation Service (NCCRS) credit recommendations

- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
- Demonstrate competency by meeting the minimum passing score on a UOPX approved placement exam.

Students who satisfy the English and/or math proficiency and sign a new Enrollment Agreement may carry forward the completed proficiency into their new program/version provided they have remained in continuous attendance according to the University's Academic Program Re-entry policy.

Math Pathways

College deans determine the appropriate baseline math courses necessary for student success. The designated Math Pathway(s) will be outlined within each program's policies. The University offers the following Math Pathways:

- Mathematics for Elementary Educators
- Quantitative Reasoning
- Statistics
- College Algebra
- Calculus

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of General Education in ensuring student success in the classroom, the workplace, and the community. The General Education curriculum, which is developed through the College of General Studies, provides instruction that focuses on Liberal Arts, Humanities, Science, and Mathematics.

Undergraduate General Education requirements emphasize exposure to and exploration of topics in a variety of General Education categories. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and navigate social, technological, scientific, and cultural change.

General Education Student Learning Outcomes

- In addition to the knowledge and skills related to the University Learning Goals, graduating students should attain certain knowledge, skills and abilities within the various General Education categories. Therefore, students should be able to demonstrate the following learning outcomes by the time they complete their General Education requirements:
- Students will apply effective communication skills in a variety of contexts
- Students will utilize quantitative reasoning skills for a variety of purposes.
- Students will utilize scientific thinking and inquiry skills for a variety of purposes.
- Students will apply critical and creative thinking skills in a variety of contexts.
- Students will apply intercultural and interpersonal awareness in a variety of contexts.

General Education Categories

The curriculum within the General Education catalog is comprised of traditional categories. The required number of credits in each category varies by program and may be found within the program specific requirements. The General Education categories and curriculum ensure that students are exposed to content essential to a baccalaureate experience. Categories within General Education

curriculum are as follows:

Communication Arts, credit requirements vary by program

Course work in Communication Arts focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

English/Language Arts, credit requirements vary by program

Course work in English/Language Arts focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

Mathematics, credit requirements vary by program

Course work in Mathematics develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

Social Sciences, credit requirements vary by program

Course work in Social Sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Social Studies, credit requirements vary by program

Course work in Social Studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Humanities, credit requirements vary by program

Course work in Humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Fine Arts, credit requirements vary by program

Course work in Fine Arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Science/Technology, credit requirements vary by program

Course work in Science/Technology provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a mini-

mum of three credits in the physical/biological sciences as part of the Science/Technology requirement. Certain courses in geography or aerospace studies that emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses that focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance culture. Course work in the area of technology that satisfies General Education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses that focus primarily on the social and environmental conflicts that arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

Liberal Arts, credit requirements vary by program

Students will pursue additional breadth in the Liberal Arts by selecting courses from any of the categories listed above.

Interdisciplinary, credit requirements vary by program

To fulfill this requirement, students may select additional General Education courses, or any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the categories listed and to facilitate their exposure to a field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add breadth to their academic and professional knowledge base.

Program Length

Associate Programs

The established "normal time" to complete a program is as follows: Education - 90 to 104 weeks, General Studies - 90 to 104 weeks, Health Professions - 90 to 106 weeks, Social and Behavioral Sciences - 90 to 114 weeks, Business and Information Technology - 90 to 106 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs

The established "normal time" to complete a program is as follows: Education - 206 to 222 weeks, General Studies - 204 to 206 weeks, Health Professions - 200 to 204 weeks, Nursing - 202 to 215 weeks, Social and Behavioral Sciences - 200 to 225 weeks, Business and Information Technology - 200 to 204 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Consistent with the values, mission, and purpose of the University of Phoenix, the College of Business and Information Technology mission is to provide innovative, industry-relevant, and accessible higher education that prepares learners to be competent, responsible and ethical practitioners and leaders for career success. Our goal is to make a difference in the lives of our students and their organizations. Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology will be a preferred source for finding and developing emerging leaders for organizations through the delivery of real-time education solutions that are relevant and immediately applicable to solving business challenges. The College of Business and Information Technology adheres to values that are consistent with the University's values of Brave, Honest, and Focused. We believe that every staff and faculty member should have a commitment to learning, intellectual diversity, embracing innovation and improving society. We should empower excellence while acting with integrity, and treating others as we would like to be treated.

The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, economics, finance, business law and ethics, management, marketing, organizational behavior, business statistical techniques, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply decision-making skills and consider ethical implications when solving business situations.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.
- Students will analyze the implications of operating in a changing global business environment.
- Students will apply knowledge attained from the following domains of the BSB program as practitioners in business:
 - Finance

- Marketing
- Information Systems
- Research Methodologies
- Economics
- Business Law
- Management
- Accounting
- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.

BSB Program Category Requirements- Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ 3 credits

Business Communications

Business Information Systems, 3 total credits

BIS 220 ~ 3 credits

Introduction to Computer Applications and Systems

Management, 6 total credits

PHL 320 ~ 3 credits

Critical Thinking and Decision Making in Business

MGT 312 ~ 3 credits

Organizational Behavior for Managers

Accounting, 6 total credits

ACC 290 ~ 3 credits

Principles of Accounting I

ACC 291 ~ 3 credits

Principles of Accounting II

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ 3 credits

Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ 3 credits

Principles of Microeconomics

ECO 372 ~ 3 credits

Principles of Macroeconomics

Finance, 3 total credits

FIN 370 ~ 3 credits

Finance for Business

Marketing, 3 total credits

MKT 421 ~ 3 credits

Marketing

Business Statistics, 3 total credits

QNT 275 ~ 3 credits

Statistics for Decision Making

Business Capstone, 3 total credits

BUS 475 ~ 3 credits

Integrated Business Topics

BSB Upper Division Business/Management Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate's degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate's degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSB

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
 - Financial Planning Certificate
 - Marketing Certificate
 - Human Resource Management Certificate
 - General Management Certificate
 - Business Analytics Certificate
 - Associate of Arts with a Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
 - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits.
 - General Education - 45 credits
 - Required Course of Study (BSB) - 39 credits
 - Upper Division Business/Management Electives - 18 credits
 - Electives - 18 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as:
Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSB for students obtaining an Associates En-Route Credential

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: 3 credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Requirement, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- Students transferring to University of Phoenix into an undergraduate Bachelor of Science in Business degree program with a previously completed Associate degree in Business under Direct Transfer Agreement (DTA) provisions from a Community or Technical College in the state of Washington will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their Bachelor of Science in Business degree program.

Residency Requirements and Course Waivers for the BSB

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 30 credits from their required course of study.

The 18 credit Upper Division Business/Management Elective requirement may be satisfied by any of the following means:

- Upper Division UOPX Business/Management coursework.
- Previously completed Graduate UOPX Business/Management coursework.
- Upper Division Certificate approved in the student's state or jurisdiction.
- Upper Division or Graduate Business/Management transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date

The following course(s) may not be waived: BUS 475

Business Master's Pathway for the BSB

Bachelor of Science in Business students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their Upper Division Business/Management electives or general electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~ 3 credits

Managing in a Changing Environment

ORG 535 ~ 3 credits

People and Organizations

LDR 535 ~ 3 credits

Leading Change

MM 004 Pathway Courses

MGT 521 ~ 3 credits

Management

ENT 527 ~ 3 credits

Opportunity Assessment and Innovation

LDR 535 ~ 3 credits

Leading Change

MM 005 Pathway Courses

MGT 526 ~ 3 credits

Managing in a Changing Environment

ENT 527 ~.....3 credits
Opportunity Assessment and Innovation

LDR 535 ~.....3 credits
Leading Change

Re-entry for the BSB

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross-functional managers in an organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Upon completion of the program, students will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will identify management principles necessary for organizational effectiveness.
- Students will evaluate the effectiveness of processes used to achieve organizational goals.
- Students will apply key problem-solving strategies in the analysis and recommendation of business decisions.
- Students will analyze the implications of diversity in an organization.

BSM Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Business Communications, 3 total credits

COM 295 ~3 credits
Business Communications

Management, 12 total credits

MGT 312 ~3 credits
Organizational Behavior for Managers
HRM 300 ~3 credits
Fundamentals of Human Resource Management
LDR 300 ~3 credits
Innovative Leadership
MGT 426 ~3 credits
Managing Change in the Workplace

Economics, 3 total credits

ECO 372 ~3 credits
Principles of Macroeconomics

Ethics and Social Responsibility, 3 total credits

ETH 321 ~3 credits
Ethical and Legal Topics in Business

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~3 credits
Statistics for Decision Making

Accounting, 3 total credits

ACC 290 ~3 credits
Principles of Accounting I

Marketing, 3 total credits

MKT 421 ~3 credits
Marketing

Finance, 3 total credits

FIN 419 ~3 credits
Finance for Decision Making

Strategy, 3 total credits

MGT 498 ~3 credits
Strategic Management

The University reserves the right to modify the required course of study.

General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate's degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate's degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:
 - Associate of Arts Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
 - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSM

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study (BSM) - 36 credits
 - Electives - 39 credits
- A minimum of 33 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Management

General Education Requirements for the BSM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: 3 credits of upper division Humanities coursework

The preferred course is PHL 320

Social Science, 6 credits

Pathway B must include: 3 credits in psychology

Must include: 3 credits of upper division Social Science coursework

The preferred course is SOC 315

Additional Liberal Arts, 6 credits

Must include: GEN 201

Interdisciplinary Component, 9 credits

Pathway B must include: 3 credits in economics

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 12 credits from their required course of study.

The elective requirement may be satisfied by any of the following means:

- Any upper and/or lower division UOPX coursework.
- Previously completed UOPX graduate coursework.
- Upper or lower division Certificate approved in the student's state or jurisdiction.
- Any upper division, lower division, and/or graduate transfer activity that is acceptable for transfer.

The following course(s) and their equivalents may not be waived: MGT 498

Business Master's Pathway for the BSM

Bachelor of Science in Management students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their elective credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~	3 credits
Managing in a Changing Environment	
ORG 535 ~	3 credits
People and Organizations	
LDR 535 ~	3 credits
Leading Change	

MM 004 Pathway Courses

MGT 521 ~	3 credits
Management	
ENT 527 ~	3 credits
Opportunity Assessment and Innovation	
LDR 535 ~	3 credits
Leading Change	

MM 005 Pathway Courses

MGT 526 ~	3 credits
Managing in a Changing Environment	
ENT 527 ~	3 credits
Opportunity Assessment and Innovation	
LDR 535 ~	3 credits
Leading Change	

Re-entry for the BSM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues are emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the gen-

eral business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

California Students:

****The Bachelor of Science in Accounting (BSACC) program meets all of the educational requirements set forth by the California State Board of Accountancy to apply for a Certified Public Accounting License in the state of California and sit for the CPA Exam Specific coursework in ethics study must be completed as part of the students General Education requirements to apply for Certified Public Accounting License in the state of California.**

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.
- Students will apply financial accounting principles to record and communicate measureable business activities to stakeholders.
- Students will analyze accounting financial statements to support effective financial decision making.
- Students will evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Students will apply business issues in the application of generally accepted accounting principles, government and not-for-profit accounting, international transactions, taxation, and auditing.

Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ 3 credits
Business Communications

Business Information Systems, 3 total credits

ACC 210 ~ 3 credits
Accounting Information Systems

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~ 3 credits
Statistics for Decision Making

Accounting Principles, 6 total credits

ACC 290 ~ 3 credits
Principles of Accounting I

ACC 291 ~ 3 credits
Principles of Accounting II

ACC 295 ~ 3 credits
Principles of Accounting I for Accountants

ACC 296 ~ 3 credits
Principles of Accounting II for Accountants

Management, 6 total credits

PHL 320 ~ 3 credits
Critical Thinking and Decision Making in Business

MGT 312 ~ 3 credits
Organizational Behavior for Managers

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ 3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ 3 credits
Principles of Microeconomics

ECO 372 ~ 3 credits
Principles of Macroeconomics

Marketing, 3 total credits

MKT 421 ~ 3 credits
Marketing

Finance, 3 total credits

FIN 370 ~ 3 credits
Finance for Business

Strategy, 3 total credits

BUS 475 ~ 3 credits
Integrated Business Topics

Cost Accounting, 3 total credits

ACC 349 ~ 3 credits
Cost Accounting

ACC 350 ~ 3 credits
Cost Accounting for Accountants

Intermediate Accounting, 9 total credits

ACC 421 ~ 3 credits
Intermediate Financial Accounting I

ACC 422 ~ 3 credits
Intermediate Financial Accounting II

ACC 423 ~ 3 credits
Intermediate Financial Accounting III

Tax, 3 total credits

Students must choose one of the following courses:

ACC 455 ~ 3 credits
Corporate Taxation

ACC 456 ~ 3 credits
Individual/Estate Taxation

Government & Non-Profit Accounting, 3 total credits

ACC 460 ~ 3 credits
Government and Non-Profit Accounting

ACC 466 ~3 credits
Advanced Accounting

Auditing, 6 total credits

ACC 491 ~3 credits
Contemporary Auditing I

ACC 492 ~3 credits
Contemporary Auditing II

Accounting Research, 3 total credits

ACC 497 ~3 credits
Advanced Topics in Accounting Research

ACC 498 ~3 credits
Advanced Topics in Accounting Research Capstone

The University reserves the right to modify the required course of study.

General Information for the BSACC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate's degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate's degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSACC

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:

- Associate of Arts with a Concentration in Business Fundamentals

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement
- Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study - 66 credits
 - Electives - 9 credits
- A minimum of 51 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSACC

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSACC

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 30 credits from their required course of study.

The following courses in the Required Course of Study may not be waived: ACC 497, ACC 498, BUS 475

Business Master's Pathway for the BSACC

Bachelor of Science in Accounting students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their interdisciplinary or electives credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~ 3 credits
Managing in a Changing Environment

ORG 535 ~ 3 credits
People and Organizations

LDR 535 ~ 3 credits
Leading Change

MM 004 Pathway Courses

MGT 521 ~ 3 credits
Management

ENT 527 ~ 3 credits
Opportunity Assessment and Innovation

LDR 535 ~ 3 credits
Leading Change

MM 005 Pathway Courses

MGT 526 ~ 3 credits
Managing in a Changing Environment

ENT 527 ~ 3 credits
Opportunity Assessment and Innovation

LDR 535 ~ 3 credits
Leading Change

Re-entry for the BSACC

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, mass communication, culture, and communication technology. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media, and future trends in communication technology.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply the theoretical concepts and techniques of communication in their professional and personal environments.
- Students will apply interaction strategies in interpersonal, intercultural, and organizational settings using multiple media.
- Students will evaluate communication effectiveness in the workplace.
- Students will assess the historical foundations of communication in order to forecast trends in contemporary society.
- Students will apply ethical principles to all communication channels and strategies.
- Students will recognize the legal implications of the use of all types of communication.
- Students will apply research methods in the field of communication.

Program Category Requirements and Course Selections for the BS/COM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations of Human Communication, 3 total credits

BSCOM 100 ~3 credits
Introduction to Communication

Interpersonal, 3 total credits

BSCOM 234 ~3 credits
Foundations of Interpersonal Communication

Mass Communication, 6 total credits

BSCOM 268 ~3 credits
Foundations of Mass Communication
BSCOM 410 ~3 credits
Media and Society

Communication Research, 3 total credits

BSCOM 324 ~ 3 credits
Communication Research

Communication Theory, 3 total credits

BSCOM 336 ~3 credits
Communication Theories and Practice

Group Communication, 3 total credits

BSCOM 348 ~3 credits
Small Group and Team Communication

Organizational, 3 total credits

BSCOM 360 ~3 credits
Organizational Communication

Intercultural, 3 total credits

BSCOM 390 ~3 credits
Intercultural Communication

Communication Law, 3 total credits

BSCOM 415 ~3 credits
Communication Law

Communication Ethics, 3 total credits

BSCOM 460 ~3 credits
Ethics and Communication

Mediation/Conflict Resolution, 3 total credits

BSCOM 465 ~3 credits
Communication in Mediation and Conflict Resolution

Communication Capstone, 3 total credits

BSCOM 485 ~3 credits
Capstone in Communication

Upper Division BS/COM Electives, 18 total credits

General Information for the BS/COM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate's degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate's degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BS/COM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
 - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study - 39 credits
 - Upper Division BS/COM Electives - 18 credits

- Electives - 18 credits
- A minimum of 48 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as:
Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BS/COM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BS/COM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 21 credits from their required course of study.

The 18 credit Upper Division BS/COM Electives requirement may be satisfied by any of the following means:

- Approved Upper Division UOPX Communication and related Business coursework.
- Previously completed Graduate UOPX Communication and related Business coursework.
- Upper Division Certificate approved in the student's state or jurisdiction.
- Upper Division or Graduate Communication and related Business transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.

The following courses in the Required Course of Study may not be waived: BSCOM 485

Business Master's Pathway for the BS/COM

Bachelor of Science in Communication students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their interdisciplinary or electives credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~ 3 credits

Managing in a Changing Environment

ORG 535 ~ 3 credits

People and Organizations

LDR 535 ~ 3 credits

Leading Change

MM 004 Pathway Courses

MGT 521 ~ 3 credits

Management

ENT 527 ~ 3 credits

Opportunity Assessment and Innovation

LDR 535 ~ 3 credits

Leading Change

MM 005 Pathway Courses

MGT 526 ~.....3 credits

Managing in a Changing Environment

ENT 527 ~.....3 credits

Opportunity Assessment and Innovation

LDR 535 ~.....3 credits

Leading Change

Re-entry for the BS/COM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF HEALTH PROFESSIONS

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase. Medical and health service managers employment are projected to grow by 18 percent from 2018 to 2028.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® College of Health Professions will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle tomorrow's challenges.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate a health care organization from a market-based perspective.
- Evaluate financial and economic issues in the health care industry.
- Evaluate the impact of legal and regulatory requirements on the delivery of health care.
- Evaluate the application of risk and quality management concepts in the health care industry.
- Analyze the utilization and application of technology within a health care organization.
- Evaluate management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 ~ (Prerequisite Required for Pathway B Only)	3 credits
Medical Terminology for Health Care Professionals	
HCS 131 ~	3 credits
Business Communication Skills for Health Care Professionals	
HCS 235 ~	3 credits
Health Care Delivery in the U. S.	
HCS 140 ~	3 credits
Fundamentals of Electronic Health Records	

BSHA Core Courses

HCS 305 ~	3 credits
Health Care Professional Development	
HCS 335 ~	3 credits
Health Care Ethics and Social Responsibility	
HCS 325 ~	3 credits
Health Care Management	
HCS 370 ~	3 credits
Organizational Behavior	
HCS 341 ~	3 credits
Human Resources in Health Care	
HCS 380 ~	3 credits
Health Care Accounting	
HCS 385 ~	3 credits
Health Care Finance	
HCS 490 ~	3 credits
Health Care Consumer - Trends and Marketing	
HCS 457 ~	3 credits
Public and Community Health	
HCS 483 ~	3 credits
Health Care Information Systems	
HCS 451 ~	3 credits
Health Care Quality Management and Outcomes Analysis	
HCS 465 ~	3 credits
Health Care Research Utilization	
HCS 499 ~	3 credits
Health Care Strategy Capstone	

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

The College of Health Professions recommends students select and complete all courses within one elective track.

General Health Administration Elective Track:

HCS 430 ~.....	3 credits
Legal Issues in Health Care: Regulation and Compliance	
HCS 446 ~.....	3 credits
Facility Planning	
HCS 455 ~.....	3 credits
Health Care Policy: The Past and the Future	
HCS 456 ~.....	3 credits
Risk Management	
HCS 475 ~.....	3 credits
Leadership and Performance Development	
Health Information Systems Track:	
HCIS 410 ~	3 credits
Project Planning and Implementation in Health Care	
BSA 376 ~	3 credits
Systems Analysis and Design	
NTC 361 ~	3 credits
Network and Telecommunications Concepts	
DBM 381~	3 credits
Database Concepts	
HCIS 420 ~	3 credits
Information Systems Risk Management in Health Care	
Retail Health Management Track:	
RHM 410 ~	3 credits
The Landscape of Health Care in Retail Health Clinics	
RHM 420 ~	3 credits
The Management of Retail Health Clinics	
RHM 430 ~	3 credits
Technology and Digital Health Care in Retail Health Clinics	
RHM 440 ~	3 credits
Regulatory and Compliance in the Retail Health Environment	
RHM 450 ~	3 credits
Retail Health Financial Strategies	
Lifespan Management Track	
LSM 404 ~	3 credits
Introduction to Lifespan Management	
LSM 412 ~	3 credits
Management within the Lifespan Industry	
LSM 417 ~	3 credits
Regulations in Lifespan Management	
LSM 423 ~	3 credits
Financial Strategies for Lifespan Management	
LSM 429 ~	3 credits
Lifespan Management Capstone	
The University reserves the right to modify the required course of study as necessary.	

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate's degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate's degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
 - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study (BSHA) - 51 credits
 - Upper Division Health Administration Electives - 15 credits
 - Electives - 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: HCS 245

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505..... 3 credits

Systems Thinking in health care environments

MHA 507..... 3 credits

Leveraging informatics in the health sector

MHA 508..... 3 credits

Navigating the regulatory environment in health care

MHA 542..... 3 credits

Leading with authenticity in the health sector

MHA 560..... 3 credits

Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
 - HCS 499 Health Care Strategy Capstone
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Residency Requirements and Course Waivers for the BSHA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF NURSING

Programs in the College of Nursing are designed to support the career advancement and educational needs of registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry—from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment—today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® College of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- College of Nursing Programs

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at <http://www.omicron-delta.net>.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid

and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN) is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the

Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate evidence-based, holistic, patient-centered care that reflects knowledge of the health-illness continuum.
- Students will Implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Students will demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Students will apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Students will incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Students will integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Students will utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

The Registered Nurse to Bachelor of Science in Nursing is a post-licensure education program designed for nurses with an active and unencumbered RN license who wish to obtain a bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills and knowledge to make clinical decisions that will result in positive patient outcomes and support healthcare systems.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302.....	3 credits
Professional Contemporary Nursing Role and Practice	
NSG 416 ~	3 credits
Theoretical Development and Conceptual Frameworks	
HSN 376 ~	3 credits
Health Information Technology for Nursing	
NSG 451 ~	3 credits
Professional Nursing Leadership Perspectives	
NSG 456 ~	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 426 ~	3 credits
Integrity in Practice: Ethic and Legal Considerations	
HSN 476 ~	3 credits
Healthcare Policy and Financial Management	

*NSG 486 ~3 credits

Public Health: Health Promotion and Disease Prevention

*NSG 482 ~3 credits

Promoting Healthy Communities

NSG 468 ~3 credits

Influencing Quality within Healthcare

NSG 498 ~3 credits

Senior Leadership Practicum

**Students residing in California who have a California nursing license are required to take NSG 486CA and NSG 482CA:*

NSG 486CA ~3 credits

Public Health: Health Promotion and Disease Prevention

NSG 482CA ~3 credits

Promoting Healthy Communities

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- Completion of a nursing diploma; an associate degree in nursing or post-secondary diploma in nursing from a college or university with approved institutional accreditation or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant

-Have a valid visa that does not prohibit educational studies

- A signed Foreign Nursing Memorandum of Understanding
- The Lower Division Nursing requirement will be satisfied using students valid unrestricted / unencumbered RN license.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- RN-BSN Pathway Agreement Concurrent Enrollment Students Only: Applicants transferring to University of Phoenix with a completed Associate degree in nursing from an approved Pathway Agreement Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Agreement Transfer Guide. Prior to enrolling into the BSN program applicants must:
 - Have a signed Concurrent Enrollment Memorandum of Understanding on file.
 - Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the University of Phoenix under the ND-NURSE 001 Non-degree program code.
 - Meet all other BSN admission requirements.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 47 credits
 - Required Course of Study - 33 credits
 - Lower Division Nursing - 40 credits
- A minimum of 33 upper division credits.
- A maximum of 87 lower division credits
- A minimum grade point average (GPA) of 2.0.
- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- All students enrolling in the BSN program will take NSG 302 as their first course.

- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Satisfy University Proficiency Requirements
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482CA, NSG 486CA.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN

- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "C" (2.0) in all nursing and clinical courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the following courses will be scholastically disqualified from the University: HSN 376, HSN 476, NSG 302, NSG 416, NSG 426, NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 498
- Students cannot repeat more than one nursing or clinical course from the lists above. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Program Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat the specific nursing courses listed above only one time. If the student does not receive the minimum grade requirement on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 482CA, NSG 486CA, and NSG 498

General Education Requirements for the BSN

A minimum of 47 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

ENG/220, equivalent or higher

Mathematics, 6 credits

Must include 6 credits of statistics or higher.

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Interdisciplinary Requirements, 11 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.

Note: Six (6) upper division Nursing Pathway course credits may be applied to the interdisciplinary category.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Nursing Pathway for BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF

- NSG 511
- NSG 512

Re-entry for the BSN

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

GRADUATE PROGRAMS

Admission Procedures

Application Process

Students seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee (if applicable) is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States (US) to meet admission requirements may enroll in University of Phoenix (UOPX) courses prior to official admission only if they meet all the following requirements:

- If residing in the US, have an appropriate immigrant or nonimmigrant status that does not prohibit educational studies;
- Graduate applicants must have a pre-evaluation completed by the Office of Admissions and Evaluation indicating that the applicant has the appropriate academic background to meet admission requirements;
- Must satisfy all other program-specific admission requirements.

Applicants who have earned an undergraduate degree, or other

transfer credit, from an institution outside of the US, but who have earned a master's degree from a college or university with approved institutional accreditation are eligible to enroll with the University at the graduate level. All program-specific admission requirements must have been satisfied by the master's degree.

Undergraduate applicants relying on educational credentials from an institution outside of the US may enroll in UOPX courses upon the completion of their Admission Application and Enrollment Agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the US, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation. These are used to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes, previous academic credentials earned outside of the US must meet the University's verification standards prior to rendering an official admission or transfer credit decision. Verification of previous academic credentials earned outside of the US can be satisfied by one the following methods:

- Receipt and verification of official academic credentials issued directly to UOPX by the applicant's previous institution;
- Receipt and verification of official academic credentials held in possession of the applicant as the official record of academic studies conducted in the applicant's specific country;
- Receipt and verification of official correspondence issued directly to UOPX by the applicant's previous institution indicating that copies of academic credentials and/or level study is valid;
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admissions and Evaluation.

For applicants with academic records from colleges or universities earned outside of the US with approved institutional accreditation, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the US are considered comparable to US secondary completion credentials and do not need to be validated unless required by the applicant's state or jurisdiction.

Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies are included with each program's admission requirements.

If documents are issued to UOPX in a language other than English, the applicant will be required to obtain an official translation and submit it to UOPX. Translations must be completed and verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate, or by the Office of Admissions and Evaluation at UOPX if translation services are provided for that specific language.

The University is authorized under federal law to enroll nonimmigrant applicants. UOPX only issues Forms I-20/A-B to border commuters and approved doctoral applicants during their residency in the US. Form I-20/A-B is required by applicants who need to obtain F-1 (Student) visas to attend school in the US. The University is only authorized to issue the I-20 for applicants who will attend specific campus locations and programs recorded with the Department of Homeland Security.

Admission of international applicants will only be made as permitted by US law. UOPX will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For purposes of this policy an international applicant is defined as a non-US citizen or an applicant with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

All academic credentials sent to UOPX will become the possession of UOPX and will not be returned to applicants unless prior approval was granted by the Office of Admission and Evaluation.

Admission Deadlines

University of Phoenix (UOPX) cannot guarantee that students who begin coursework will be admitted to their degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth UOPX course. Students who are unable to be admitted by the completion of their fourth UOPX course will be administratively withdrawn from the University and placed in Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix (UOPX).

- No appeals will be accepted for students expelled from UOPX.
- Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Students who fail to disclose all prior colleges and universities attended on their Admission Application may be charged under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

- achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

- achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

- achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University

-or-

- successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-

- achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

- The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

- Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Unless excused because of religious belief or medical condition, students attending a physical campus in Nevada are required to submit to the University proof of immunity to Tetanus, Diphtheria (Td or Tdap), and Measles, Mumps, Rubella (MMR). Students under 23 years of age and having fewer than 24 credits must also submit to the University proof of immunity against Meningitis; vaccination with at least one dose of a quadrivalent meningococcal conjugate vaccine (MenACWY) on or after age 16 will satisfy this requirement.

Program Length

The anticipated "normal time" to complete a master level program is as follows: Education - 71 to 92 weeks, Health Professions (single degree) - 87 to 102 weeks, Health Professions (dual degree) - 117 to 147 weeks, Nursing (single degree) - 92 to 100 weeks, Nursing (MSN/FNP) - 165 weeks, Nursing (dual degree) - 140 to 164 weeks, Social and Behavioral Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 114 weeks, Social and Behavioral Sciences (Counseling) - 132 to 179 weeks, Business and Information Technology - 84 to 102 weeks, Business and Information Technology (Competency Based) - 48 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, social work, criminal justice and security, and public administration. The College provides innovative, relevant, and student-focused educational programs designed to prepare students for opportunities of service and leadership in the fields of social and behavioral sciences. These programs are developed and taught by highly skilled practitioners in their respective fields who emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Through individual and collaborative work in theory and practice, students can acquire the knowledge and skills needed for today's work environment.

Master of Science in Counseling/Marriage, Family and Child Therapy (California)

The following Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling degree program with a specialization in Marriage, Family, and Child Therapy provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MFCT specialization provides client-centered advocacy to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients achieve their goals. The program encompasses foundations of counseling and guidance including theories and their application with individuals, groups, and families, lifespan development, resilience, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. In addition, the specialization covers cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. The program meets the 2012 California MFT requirements.

View state licensure requirements for this program: <https://www.phoenix.edu/colleges/college-of-social-and-behavioral-sciences/state-requirements.html>

Program Purpose

The Master of Science in Counseling/ Marriage, Family and Child Therapy degree program meets the California Licensed Marriage Family and Child Therapy (LMFT) and Licensed Professional Clinical Counselor (LPCC) educational requirements for registration with the Board of Behavioral Sciences (BBS) as an Associate Marriage and Family Therapist (AMFT) and an Associate Professional Clinical Counselor (APCC). Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to

sit for the LMFT and LPCC licensure exams in California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will demonstrate knowledge, skills and dispositions key to success in professional counseling, advocacy, and ethical practice.
- Students will demonstrate knowledge, skills and dispositions in social and cultural diversity that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
- Students will demonstrate an understanding of human growth and development to include wellness, the importance of mindbody interactions and their effect on physical and psychological well-being; the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
- Students will demonstrate an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
- Students will demonstrate an understanding of counseling and helping relationships to include philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper self-understanding and self-development; facilitation of client or consultee change; and techniques for prevention and intervention.
- Students will demonstrate an understanding of group counseling and group work to include group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills, and other group approaches.
- Students will demonstrate an understanding of assessment and testing to include group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals, and use of appraisal results in helping processes.
- Students will demonstrate an understanding of counseling research and program evaluation to include types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.

- Students will demonstrate effective communication in the classroom and workplace.

MFCT-Specific Program Student Learning Outcomes

- The student will be able to apply historical, philosophical, and theoretical foundations of marriage, family, and child counseling in all aspects of professional practice.
- The student will be able to apply culturally responsive marriage, family, and child counseling, prevention, and intervention in all aspects of professional practice.

MSC/MFCT Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CNSL 502.....	0 credits
Graduate Portfolio I	
CCMH 510 ~	3 credits
Multi-Cultural Issues in Mental Health Counseling	
CCMH 504 ~	3 credits
Individual and Family Development Across the Life Span	
CCMH 506 ~	3 credits
Personality Theories and Counseling Models	
MFCC 551CA ~	3 credits
Legal and Ethical Issues in Marriage and Family Therapy	
CCMH 551 ~	3 credits
Individual Counseling	
CCMH 525 ~	3 credits
Research Methods for Mental Health Counselors	
CCMH 535 ~	3 credits
Psychometrics	
CCMH 544 ~	3 credits
Introduction to Clinical Assessment	
CCMH 548 ~	3 credit
Psychopathology: Advanced Clinical Assessment	
CNSL 556 ~	0 credits
Portfolio II	
MFCC 556 ~	3 credits
Family Systems Theory	
MFCC 561 ~	3 credits
Family Interventions	
CCMH 568 ~	3 credits
Group Counseling	
CCMH 521 ~	3 credits
Psychopharmacology/Biological Basis of Behavior	
CCMH 561 ~	3 credits
Dependency and Addictions	
MFCC 591O ~	0 credits
Orientation To Practicum in Marriage and Family Counseling	
MFCC 537 ~	3 credits
Child and Adolescent Counseling	
CCMH 540 ~	3 credits
Career and Vocational Counseling	

MFCC 567 ~	3 credits
Seminar in Marriage and Family Counseling	
MFCC 592 ~	3 credits
Practicum	
MFCC 597A ~	3 credits
Internship A	
MFCC 597B ~	3 credits
Internship B	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/MFCT

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with ACCJC, HLC, MSCHE, NEASC-CTCI, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL 502 - Portfolio I.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- A minimum equivalent of two (2) years post-high school paid and/or volunteer work experience.
- A signed Criminal Conviction Disclosure Form.
- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait 6 months before reapplying. Passing Portfolio I is limited to a total of three attempts.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.

Degree Requirements for the MSC/MFCT

- Completion of a minimum of 60 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Master of Science in Counseling
Marriage, Family and Child Therapy

Academic Progression Requirements for the MSC/MFCT

- The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: MFCC 591, MFCC 599A, MFCC 599B.
- The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 544, CCMH 548, CCMH 551, CCMH 568, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567.
- Completion of all courses with a grade of "B -" or better. Students must maintain an overall GPA of at least 3.0.
- MSC students who wish to transfer to another campus or modality (even within the same state), or update versions must appeal to SAC.

Academic Standing and Minimum Grade Requirements for the MSC/MFCT

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B -" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-" and does not receive a grade of "B -" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months and will be required to follow the Supplemental Standards referral process. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
- Students who fail to meet the minimum grade requirement for MFCC 592, MFCC 597A, and MFCC 597B will be required to follow the Supplemental Standards referral process. Residencies and Clinical Placements are key components of the MSC/MFCT program and failure to meet the minimum grade requirement will require a robust remediation plan with input from a college designee.

- Students in the College of Social and Behavioral Sciences graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/MFCT

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with ACCJC, HLC, MSCHE, NEASC-CTCI, NECHE, NWCCU, SACSCOC, or WSCUC or candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: CCMH 544, CCMH 548, CCMH 551, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567, MFCC 592, MFCC 597A, MFCC 597B

Re-entry for the MSC/MFCT

- All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Portfolio class before being readmitted to the program.
- If students are required to retake CNSL 502 Portfolio I and they do not pass the course, they may reapply for the Counseling program in three (3) months as long as they would not exceed three total attempts to complete the course. Passing Portfolio I is limited to a total of three attempts, which includes the attempts prior to their original admission to the program.
- If students are required to retake CNSL 556 Portfolio II, they must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt, the student will be denied admission, and administratively withdrawn from the Master of Science in Counseling program.

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COLLEGE OF NURSING

Programs in the College of Nursing are designed to support the career advancement and educational needs of registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry—from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment—today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® College of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- College of Nursing Programs

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma Theta Tau International (STTI) is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of STTI, a virtual chapter that support members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Undergraduate students must have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of his/her graduating class, achieved academic excellence (at least a 3.0 on a 4.0 grade point average scale) and met the expectation of academic integrity. Graduate students must have completed at least 1/4 of the nursing curriculum, achieved academic excellence (at least 3.5 on a 4.0 grade point average scale) and met the expectation of academic integrity.

STTI has more than 135,000 active members who reside in more than 85 countries. There are roughly 500 chapters at approximately 695 higher education institutions. To learn more about STTI visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at <http://www.omicron-delta.net>.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license.

RN to BSN, MSN and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, VA, and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of each program handbook chapter) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

For Students signing an enrollment agreement 10/1/2015 or later:

Students are permitted one retake of a nursing course due to non-passing grades. Students who fail to achieve the minimum grade on a second course will be scholastically suspended and permanently withdrawn from their nursing program.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Master of Science in Nursing Concentration in Nurse Administration

The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk. The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:
<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to formulate a strategic plan and distinguish the key components required for success.
- Students will be able to analyze a budget and assure needed resources are planned for.
- Students will be able to predict the needed resources (human and financial) to meet desired outcomes.
- Students will be able to implement change to meet desired quality measures.
- Students will be able to modify policies to meet external regulatory and accreditation standards.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Administration (MSN/ADM). The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511.....	3 credits
Contemporary Nursing Practice	
NSG 512	3 credits
Nursing Research	

NSG 513	3 credits
Inter-professional Leadership and Management	
NSG 514	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 557	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547	3 credits
Human Resources Management	
NSG 567	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	
Graduate Elective Requirement.....	6 credits
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam

- American Samoa
- Northern Mariana Islands
- US Virgin Islands
- Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 36 credits.
 - A minimum program grade point average (GPA) of 3.0.
 - Concentrations are reflected on the transcript only and will not appear on the diploma.
- The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.

- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Program Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
 - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
 - Completed within the past ten (10) years from current program enrollment agreement sign date
 - A minimum grade of "C-" or better.

Re-entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Master of Science in Nursing Concentration in Nurse Administration Bridge

The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk. The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:
<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Administration (MSN/ADM). The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 415	3 credits
Theory-Based Nursing Practice	

NUR 403	3 credits
Theories and Models of Nursing Practice	
Nursing Bridge 2	
<i>NSG 451 is the preferred option to satisfy Nursing Bridge 2.</i>	
NSG 451	3 credits
Professional Nursing Leadership Perspectives	
NSG 397	3 credits
Professional Nursing Role	
NUR 391	3 credits
Professional Nursing Practice	
NUR 440	3 credits
Health Assessment and Promotion for Vulnerable Population	
Nursing Bridge 3	
<i>NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.</i>	
NSG 456	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 455	3 credits
Evidence-Based Practice and Statistics	
NUR 443	3 credits
Evidence-Based Nursing Research and Practice	
Required Course Sequence	
NSG 416	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 451	3 credits
Professional Nursing Leadership Perspectives	
NSG 456	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 511 ~	3 credits
Contemporary Nursing Practice	
NSG 512 ~	3 credits
Nursing Research	
NSG 513 ~	3 credits
Inter-professional Leadership and Management	
NSG 514 ~	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 557 ~	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577 ~	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547 ~	3 credits
Human Resources Management	
NSG 567 ~	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	
Graduate Elective Requirement	6 credits
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.

- Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Program Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
 - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
 - Completed within the past ten (10) years from current program enrollment agreement sign date
 - A minimum grade of "C-" or better.

Re-Entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Master of Science in Nursing Concentration in Nurse Education

The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to justify teaching methodologies which support adult learning.
- Students will be able to design engaging learning activities.
- Students will be able to plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.

- Students will be able to design tools that evaluate formative and summative student learning.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Education (MSN/NED). The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings.

Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 5113 credits

Contemporary Nursing Practice

NSG 5123 credits

Nursing Research

NSG 5133 credits

Inter-professional Leadership and Management

NSG 5143 credits

Health Law, Policy, Ethics, and Global Trends

NSG 501 ~3 credits

Pathophysiology, Assessment Variables and Pharmacology I

NSG 502 ~3 credits

Pathophysiology, Assessment Variables & Pharmacology II

NSG 5313 credits

Program and Course Development

NSG 5323 credits

Innovative Curriculum Design

NSG 5333 credits

Educational Assessment and Evaluation

NSG 5343 credits

Facilitating Engaged Learning

NSG 516ED ~3 credits

Practicum I

NSG 517ED ~3 credits

Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. or applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.

- Completion of the academic progression student agreement form, signed by the student and returned to Program Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-Entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.

- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Master of Science in Nursing Concentration in Nurse Education Bridge

The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:
<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Education (MSN/NED). The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416.....	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 415.....	3 credits
Theory-Based Nursing Practice	
NUR 403.....	3 credits
Theories and Models of Nursing Practice	

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451.....	3 credits
Professional Nursing Leadership Perspectives	
NSG 397.....	3 credits
Professional Nursing Role	
NUR 391.....	3 credits
Professional Nursing Practice	
NUR 440.....	3 credits
Health Assessment and Promotion for Vulnerable Population	

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456.....	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 455.....	3 credits
Evidence-Based Practice and Statistics	
NUR 443.....	3 credits
Evidence-Based Nursing Research and Practice	

Required Course Sequence

NSG 416.....	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 451.....	3 credits
Professional Nursing Leadership Perspectives	
NSG 456.....	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 511 ~	3 credits
Contemporary Nursing Practice	
NSG 512 ~	3 credits
Nursing Research	
NSG 513 ~	3 credits
Inter-professional Leadership and Management	
NSG 514 ~	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 501 ~	3 credits
Pathophysiology, Assessment Variables and Pharmacology I	
NSG 502 ~	3 credits
Pathophysiology, Assessment Variables & Pharmacology II	
NSG 531 ~	3 credits
Program and Course Development	
NSG 532 ~	3 credits
Innovative Curriculum Design	
NSG 533 ~	3 credits
Educational Assessment and Evaluation	

NSG 534 ~ 3 credits
Facilitating Engaged Learning
NSG 516ED ~ 3 credits
Practicum I
NSG 517ED ~ 3 credits
Practicum II
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the Master of Science in Nursing program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Program Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF EDUCATION

The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

Master of Arts in Education/Adult Education and Training

The following Master of Arts in Education/Adult Education and Training (MAED/AET) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Master of Arts/Adult Education and Training (MAED/AET) program is to develop skills and knowledge of individuals interested in working with adult learners. Learners develop competencies and expertise necessary to align education and training with strategic objectives and human services foundations across an enterprise with culturally diverse populations. Learners expand their knowledge in andragogical theory, instructional design and strategies, assessment of learning, delivering online learning, management and marketing, and technology integration. In addition, learners engage in practice through collaborative learning, social media, and community-based learning. Graduates will be able to serve adult students, colleagues, industries, and communities as educators and trainers.

The Master of Arts/Adult Education and Training (MAED/AET) program is designed for individuals interested in working with adult learners.

Program Purpose

The Master of Arts in Education/Adult Education and Training is a graduate degree program intended for students interested in working with adult learners in an educational or training environment. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement instructional practices to produce a positive impact on adult learning.

- Students will be able to understand the process of organizational change and how to communicate effectively to stakeholders.
- Students will be able to evaluate the educational and training needs of an organization.
- Students will be able to create innovative strategies and incorporate technology in adult education and training programs.

Program Requirements for the MAED/AET

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 520	3 credits
Organizational Communication for Adult Education and Training	
AET 500	3 credits
Foundations of Adult Learning Theory	
AET 508	3 credits
Community-Based Education	
CUR 516 ~	4 credits
Curriculum Theory and Instructional Design	
CUR 518 ~	3 credits
Multicultural Strategies for the Adult Learner	
CUR 528 ~	3 credits
Assessment of Learning	
CUR 532 ~	3 credits
Facilitating Online Learning	
AET 552.....	3 credits
Marketing Adult Education	
AET 560.....	3 credits
Facilitating Change	
AET 562.....	3 credits
Social Media for Professional Learning	
AET 570 ~	3 credits
Program Development in Adult Education	
The University reserves the right to modify the Program Requirements.	

Additional Admission Requirements for the MAED/AET

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Degree Completion Requirements for the MAED/AET

- The completion of a minimum of 34 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read:
Master of Arts in Education Adult Education and Training

Residency Requirements and Course Waivers for the MAED/AET

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Any student in MAED/TED-Elementary, MAED/TED-Secondary, or MAED-Special Education who have completed a minimum of 12 credits, and for whom Candidacy Level II status equals 2N, is eligible to enter the MAED/AET program using the following course waivers:

Program	Courses Waived	Using Courses (or equivalents)
MAED/TED-E	AET 500 (3 credits)	MTE 501 (2 credits)
	CUR 516 (4 credits)	MTE 508 (3 credits)
	CUR 528 (3 credits)	MTE 562 (3 credits)
	Total credits: 10	Total credits: 8
		Or
		MTE 516 (3 credits)
		ELM 533 (3 credits)
		MTE 511 (3 credits)
		Total credits: 9
MAED/TED-S	AET 500 (3 credits)	MTE 501 (2 credits)
	CUR 516 (4 credits)	SEC 508 (3 credits)
	CUR 528 (3 credits)	MTE 562 (3 credits)
	Total credits: 10	Total credits: 8
		Or
		MTE 516 (3 credits)
		SEC 533 (3 credits)
		MTE 511 (3 credits)
		Total credits: 9

Program	Courses Waived	Using Courses (or equivalents)
MAED/SPE	CUR 516 (4 credits)	MTE 508 (3 credits) and SPE 511 (3 credits) -or- SPE 578 (3 credits) and SPE 546 (3 credits) or SPE 584 (3 credits)

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

The following course(s) may not be waived: COM 520

Academic Progression for the MAED/AET

Students must successfully complete COM 520 as the first course in the program

Re-entry for the MAED/AET

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Master of Arts in Education/Educational Studies

The following Master of Arts in Education/Educational Studies (MAED/ES) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

****Note:** This program is not eligible for Federal Student Financial Aid funds.

Program Purpose

The Master of Arts in Education/Educational Studies is a graduate degree program intended for students who have completed all coursework from a UOPX initial licensure program with the exception of both student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

Program Category Requirements for the MAED/ES

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select one course from each Elective category selection below to complete the 6 credit requirement:

Elective One, 3 total credits

AET 500.....	3 credits
Foundations of Adult Learning Theory	
AET 552.....	3 credits
Marketing Adult Education	
AET 560.....	3 credits
Facilitating Change	
AET 562.....	3 credits
Social Media for Professional Learning	

Elective Two, 3 total credits

CUR 520.....	3 credits
Advocating for Learning	
CUR 525.....	3 credits
Ethical Issues in Education	
CUR 550.....	3 credits
Engaging in Communities of Practice	
CUR 555.....	3 credits
Professional Learning for Continuous Improvement	
The University reserves the right to modify the Program Requirements.	

Additional Admission Requirements for the MAED/ES

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must have been admitted and officially evaluated into their UOPX previous pre-licensure program
- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH
Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.
- Applicants to this program must have completed all coursework from their UOPX previous pre-licensure program with the exception of both Student Teaching (Clinical Practice) courses.
- Students will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than ten (10) years in the past.
- Applicants may have up to one (1) year upon program enrollment agreement sign date or their original pre-licensure program completion deadline, whichever comes later, to complete the program.

Degree Completion Requirements for the MAED/ES

- Completion of a minimum of 32 credits to earn a university degree.
- Completion of two (2) MAED/ES Elective courses in addition to all completed coursework from the previous pre-licensure program, with the exception of student teaching.
- A minimum grade point average (GPA) of 3.0.
- MAED/ES graduates will not be permitted to return to complete student teaching (Clinical Practice) and receive a degree in any previous pre-licensure program at the University.
- The diploma awarded for this program will read as:
Master of Arts in Education
Educational Studies

Residency Requirement for the MAED/ES

Students must meet the established University residency requirement for degree conferral. The University requires that all six (6) Elective credits must be completed at University of Phoenix in order to meet residency.

Re-entry for the MAED/ES

Re-entry students completing a program change from one of the following UOPX pre-licensure programs to the MAED/ES program will be required to complete all paperwork required by the University Re-entry policy.

MAED/TED-E
MAED/TEDEE
MAED/TEDEM
MAED/TEDMS
MAED/TEDMG
MAED/TEDMM
MAED/TEDSM
MAED/TEDSS
MAED/TED-S
MAED/SPE
MAED/ECH

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Re-entry students not re-entering into the most current program version offered in their state or jurisdiction may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired.
- No appeals will be accepted for re-entry to an expired program.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult the appropriate University representative for guidance.

Master of Arts in Education/Curriculum and Instruction

The following Master of Arts in Education/Curriculum and Instruction (MAED/CI) program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education program with a specialization in Curriculum and Instruction is intended to afford P-12 educators the opportunity to enhance their curriculum, instruction, and leadership repertoire by expanding their knowledge of assessment, instructional strategies, integration of technology, professional development, data-driven decision making, and mentoring and coaching. Educators will develop teacher leadership skills by exploring the latest research, trends, and strategies. Graduates will be able to effectively collaborate with all stakeholders and serve their students, colleagues, and communities as ethical leaders committed to excellence.

Program Purpose

The Master of Arts in Education/Curriculum and Instruction is a graduate degree program intended to provide educators with advanced knowledge and skills in curriculum and instruction. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to synthesize multiple theories of curriculum and instruction to design effective professional development opportunities.
- Students will be able to analyze assessment data to make informed decisions for continuous improvement of instructional programs.
- Students will be able to create innovative strategies and incorporate technology to enhance student learning in the classroom setting.

MAED/CI Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 516	1 credit
Professional Communications	
CUR 505.....	3 credits
Social and Global Perspectives of Teacher Leadership	
CUR 506.....	3 credits
Theories and Best Practices of Curriculum and Instruction	
CUR 515 ~	3 credits
Critical Thinking and Innovative Skills	
CUR 520.....	3 credits
Advocating for Learning	
CUR 525.....	3 credits
Ethical Issues in Education	
CUR 530 ~	3 credits
Assessment and Evaluation Models	
CUR 535 ~	4 credits
Research for Improved Practice	
CUR 540.....	3 credits
Methods of Coaching in the Instructional Setting	
CUR 545.....	3 credits
Using Technology for Teaching and Learning	
CUR 550.....	3 credits
Engaging in Communities of Practice	
CUR 555.....	3 credits
Professional Learning for Continuous Improvement	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MAED/CI

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Degree Completion Requirements for the MAED/CI

- The completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Arts in Education
Curriculum and Instruction

Residency Requirements and Course Waivers for the MAED/CI

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 23 graduate level credits at the University.

Students in this program may waive a maximum of 12 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516

Candidates who successfully complete either the MAED/TED-Elementary or MAED/TED-Secondary program may waive the following courses in the MAED/CI program upon enrolling in the Master of Arts in Education/Curriculum and Instruction program.

Program	Courses Waived
MAED/TED-E	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)
MAED/TED-S	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)

Effective 4/1/2018, candidates with an additional, current academic teaching endorsement may waive the following 9 credits upon admission to the MAED/CI program: CUR 506, CUR 505, CUR 550

Any resident in the state of California who can show verification of the completion of a California Commission on Teacher Credentialing (CTC) state-approved induction program may exceed the 12 credit waiver maximum and waive up to 13 credits upon admission to the MAED/CI program: CUR 506, CUR 530, CUR 535, CUR 520

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver Policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as out-

lined on the Post-Bacc Teacher Certification Course Waiver Form. Following application of the Post-Bacc course waivers, candidates will fulfill Candidacy 2 and all academic progression requirements. Candidates will not be required to complete and/or provide the following:

- Fingerprint clearance
- Basic Skills proficiency
- Completion and uploading of the Teacher Work Sample (TWS)
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Completion of Field Experience Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.

Students who have completed the below listed courses with a grade of C- or higher are eligible to waive up to 6 credits toward the MAED/CI Program. These courses will only be eligible to apply if the courses were completed prior to the Enrollment Agreement sign date for the MAED/CI program.

- For students to be eligible to waive CUR 520 the following courses must be completed: NTI 501, NTI 502
- For students to be eligible to waive CUR 530 the following courses must be completed: NTI 503, NTI 504

Students who have completed approved Continuing Education courses or their equivalents with a grade of B or higher, and within the last 5 years from Enrollment Agreement sign date are eligible to waive up to 12 credits toward the MAED/CI Program. An ARSC Heat Ticket must be submitted to have approved CET courses applied to the MAED/CI program. For the Continuing Education courses to apply to the MAED/CI degree program, the courses must have been taken prior to the student enrolling in the program. Students may not have any Continuing Education coursework apply to MAED/CI program requirements if the Continuing Education coursework was completed after the Enrollment Agreement sign date.

Re-entry for the MAED/CI

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.

- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

PROFESSIONAL PROGRAMS

CREDIT-BEARING CERTIFICATE PROGRAMS

The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements

All applicants are expected to meet the following admission requirements:

- A completed and signed certificate application and application fee
- Applicants whose native language is not English must have either:
 - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- or-
- achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
- or-
- achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- or-
- achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
- or-
- successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- or-
- achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean.

Program Length

The established "normal time" to complete a certificate program is as follows: Education - 45 to 55 weeks, General Studies - 30 weeks, Health Professions - 21 to 40 weeks, Nursing (FNP certificate) - 138 weeks, Nursing (general) - 36 weeks, Social and Behavioral Sciences - 30 to 40 weeks, Business and Information Technology- 10 to 45 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421.....	3 credits
Marketing	
MKT 435 ~	3 credits
Consumer Behavior	
MKT 498 ~	3 credits
Integrated Marketing Strategies	
<i>Students must choose 3 of the following:</i>	
BRM 353 ~	3 credits
Product and Brand Management	
MKT 411 ~	3 credits
Green Marketing	
MKT 438 ~	3 credits
Public Relations	
MKT 441 ~	3 credits
Marketing Research	
MKT 444 ~	3 credits
Hospitality Marketing	
MKT 440 ~	3 credits
Fundamentals of Digital Marketing	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: MKT 498

Re-entry for the CERT/MKT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Human Resource Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300	3 credits
Fundamentals of Human Resource Management	
MGT 434 ~	3 credits
Employment Law	
HRM 324 ~	3 credits
Total Compensation	
HRM 420 ~	3 credits
Human Resource Risk Management	
HRM 326 ~	3 credits
Employee Development	
HRM 498 ~	3 credits
Strategic Human Resource Management and Emerging Issues	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/HRM

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: HRM 498

Re-entry for the CERT/HRM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

Required Course of Study for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 3 credits
Organizational Behavior for Managers

MGT 498 ~ 3 credits
Strategic Management

Students must choose 4 of the following:

ACC 400 ~ 3 credits

Accounting for Decision Making
BRM 353 ~ 3 credits

Product and Brand Management
CPMGT 300 ~ 3 credits

Project Management
FIN 419 ~ 3 credits

Finance for Decision Making
HM 370 ~ 3 credits

Hospitality Management
HRM 300 ~ 3 credits

Fundamentals of Human Resource Management
HRM 326 ~ 3 credits

Employee Development
ISCOM 305 ~ 3 credits

Systems Operations Management
ISCOM 370 ~ 3 credits

Strategic Supply Chain Management
LDR 300 ~ 3 credits

Innovative Leadership
MGT 317 ~ 3 credits

Critical Skills in Management
MGT 411 ~ 3 credits

Innovative and Creative Business Thinking
MGT 418 ~ 3 credits

Evaluating New Business Opportunities
MGT 420 ~ 3 credits

Managing Quality in the Supply Chain
MGT 426 ~ 3 credits

Managing Change in the Workplace
MKT 445 ~ 3 credits
Sales, Tools and Strategies

MKT 448 ~.....	3 credits
Web Analytics for Digital Marketing	
OI 370 ~	3 credits
Innovation for the 21st Century	
MGT 445	3 credits
Organizational Negotiations	
MUS 320	3 credits
The Music Business Today	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the CERT/MGT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MGT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: MGT 498

Re-entry for the CERT/MGT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

Required Course of Study for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

FIN 370	3 credits
Finance for Business	
FIN 420 ~	3 credits
Personal Financial Planning	
FIN 486 ~	3 credits
Strategic Financial Management	
<i>Students must choose 3 of the following:</i>	
FIN 366 ~	3 credits
Financial Institutions	
FIN 402 ~	3 credits
Investment Fundamentals and Portfolio Management	
FIN 467 ~	3 credits
Real Estate Investment	
FIN 422 ~	3 credits
Retirement and Benefit Planning	
FIN 428 ~	3 credits
Insurance for Financial Planning	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/FINP

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/FINP

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/FINP

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: FIN 486

Re-entry for the CERT/FINP

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.

- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF NURSING

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Post Master's Certificate in Nurse Administration

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in Nursing Administration (NAD). The course of study prepares nurses to function in leadership roles in nursing administration. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

CERT/NAD Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 557	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547	3 credits
Human Resources Management	
NSG 567	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NAD

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., graduate or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure

- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NAD

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as:
Post Master's Nurse Administration

Academic Progression Requirements for the CERT/NAD

- A minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NAD

- Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Met with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Completion of the academic progression student agreement form, signed by the student and returned to Program Chair, or designee.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NAD

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- Students may not waive any courses in this program.

Re-entry for the CERT/NAD

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Post Master's Certificate in Nurse Education

The following certificate program may be offered at these University of Phoenix campus locations: Bay Area. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in Nursing Education (NED). The course of study prepares nurses for roles within nurse education in a variety of educational and practice settings. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the

National League for Nursing for eligibility requirements.

CERT/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 531	3 credits
Program and Course Development	
NSG 532	3 credits
Innovative Curriculum Design	
NSG 533	3 credits
Educational Assessment and Evaluation	
NSG 534	3 credits
Facilitating Engaged Learning	
NSG 516ED ~	3 credits
Practicum I	
NSG 517ED ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NED

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., graduate or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release /Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NED

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED

- Minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NED

- Students in this program are required to achieve a minimum grade of "C" (2.0) in all courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the courses will be scholastically disqualified from the University.
- Students cannot repeat more than one nursing or clinical course. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn, from the certificate program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:

- Met with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the academic progression student agreement form, signed by the student and returned to Program Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Once the grade minimum has been satisfied, the student may then proceed sequentially through the program.

Residency Requirements and Course Waivers for the CERT/NED

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- Students may not waive any courses in this program.

Re-entry for the CERT/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

TUITION AND FEES - GROUND CLASSROOM RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit" column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Bachelor Degree Programs (except BSN students who sign an enrollment agreement on or after 7/1/2020 - see below)	\$398.00	\$250.00	\$350.00	\$350.00
BSN students who sign an enrollment agreement on or after 7/1/2020	\$350.00	\$250.00	\$350.00	\$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	\$698.00	\$475.00	N/A	N/A
MSC programs (only applicable to New Students enrolled on or after 1/17/2018).	\$698.00	\$465.00	N/A	N/A
MSN programs	\$540.00	\$475.00	N/A	N/A
MAED programs	\$540.00	\$390.00	N/A	N/A
Undergraduate Certificate Programs	\$398.00	\$250.00	\$350.00	N/A
Graduate Certificate Programs (except the programs listed below)	\$698.00	\$475.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	\$540.00	\$475.00	N/A	N/A
ASC Program	\$540.00	\$390.00	N/A	N/A
CERT/CTEL Program	\$175.00	\$175.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	\$398.00	\$250.00	\$350.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	\$350.00	\$250.00	\$350.00	N/A

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Nursing Single Courses - Graduate Level	\$540.00	\$475.00	N/A	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

- a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates □
- b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions □
- c) Continuing Students who are participating in the Near Graduation Tuition Reduction program □
- d) Continuing Students in any MSC program □

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY†

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI†

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER†

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

□The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (Bay Area)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
BA/ENG (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BA/ENG (Level 300 and Level 400)	\$ 450.00	\$ 450.00	\$ 540.00
BS/P (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/P (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
BS/EVS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/EVS (Level 300 and Level 400)	\$ 450.00	\$ 450.00	\$ 540.00
BS/OSM (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/OSM (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
BS/COM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BS/COM (Level 300 and Level 400)	\$ 415.00	\$ 630.00	\$ 540.00
BSACC (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSACC (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
BSB (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSB (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
BSCJA (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSCJA (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
BSHA (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSHA (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
BSHS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSHS (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
BSLS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSLS (Level 300 and Level 400)	\$ 420.00	\$ 420.00	\$ 420.00
BSM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
BSM/MAN (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSM/MAN (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
BSN (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSN (Level 300 and Level 400)	\$ 510.00	\$ 510.00	\$ 510.00
BSIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
Non-Degree Single Courses (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
Non-Degree Single Courses (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
CERT/ADD (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
CERT/ADD (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
CERT/FCS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
CERT/FCS (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
CERT/GER (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
CERT/GER (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
CERT/HSM (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
CERT/HSM (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
CERT/ISS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
CERT/ISS (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
CERT/MKT (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
CERT/MKT (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
EMC (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
EMC (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
HM (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
HM (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
HRM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
HRM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
LTC (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
LTC (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
PM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
PM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
CERT/VC (Level 100 and Level 200)	\$ 300.00	\$ 300.00	\$ 300.00
CERT/VC (Level 300 and Level 400)	\$ 300.00	\$ 300.00	\$ 300.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

GRADUATE TUITION PER CREDIT (Bay Area)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
MAED	\$ 540.00	\$ 540.00	\$ 585.00
MBA	\$ 740.00	\$ 740.00	\$ 700.00
MSC	\$ 620.00	\$ 620.00	\$ 620.00
MIS	\$ 740.00	\$ 740.00	\$ 700.00
MM	\$ 740.00	\$ 740.00	\$ 700.00
MPA	\$ 740.00	\$ 740.00	\$ 700.00
MSA	\$ 740.00	\$ 740.00	\$ 700.00
MS/AJS	\$ 740.00	\$ 740.00	\$ 700.00
MSN	\$ 595.00	\$ 595.00	\$ 620.00
MS/P	\$ 740.00	\$ 740.00	\$ 635.00
MHA	\$ 740.00	\$ 740.00	\$ 700.00
CERT/CTEL	\$ 175.00	\$ 175.00	\$ 175.00
NHCE	\$ 595.00	\$ 595.00	\$ 620.00
ASC	\$ 540.00	\$ 540.00	\$ 585.00
CERT/NED	\$ 595.00	\$ 595.00	\$ 620.00
CERT/NAD	\$ 595.00	\$ 595.00	\$ 620.00
Nursing Single Courses	\$ 595.00	\$ 595.00	\$ 620.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

FEES (Bay Area)

Type of Fee	Amount*	When Due
California Student Tuition Recovery Fund (STRF) (non-refundable)	Effective for Enrollment Agreements signed on or after February 8, 2021, the STRF assessment rate is \$0.50 per \$1,000 of institutional charges, rounded to the nearest \$1,000. For charges of \$1,000 or less, the assessment is \$0.00.	Upon notification.
Book and Material Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance	\$ 132.50 - \$162.50	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	\$ 0.00 - \$50.00	
CBEST Examination	\$ 41.00 - \$102.00	
CSET Examination	\$ 99.00 - \$134.00	
Portfolio Examination Fee	\$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
rEsource Fees+ (if applicable)		
Undergraduate++	\$ 170.00	Due in accordance with the payment option chosen in Financial Options Guide.
Graduate	\$ 195.00	
CLEP®/DSST Examination+++		
Student Exam Fees	\$ 20.00	Upon notification
Military Exam Fees	\$ 0.00	
Master of Science in Counseling Assessment Portfolio Fees:		
CNSL 502	\$ 150.00	Due at orientation.
CNSL 556	\$ 150.00	
SCHC 556	\$ 150.00	
Check Return Fee	\$ 25.00	Upon notification.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

University of Phoenix, 2020-2021
 TUITION AND FEES - GROUND CLASSROOM RATES
 FEES (Bay Area)

Type of Fee (Continued)	Amount*	When Due
Diploma Rush	\$ 45.00	Upon request.
Duplicate Diploma	\$ 30.00	Upon request.
Duplicate Certificate	\$ 15.00	Upon request.
Transcript	\$ 15.00	Upon request.
Transcript Rush	\$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

TUITION AND FEES - ONLINE RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit" column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	\$398.00	\$250.00	N/A	N/A
Bachelor Degree Programs (except BSN-CB students, or BSN students who sign an enrollment agreement on or after 7/1/2020 - see below)	\$398.00	\$250.00	\$350.00	\$350.00
BSN students who sign an enrollment agreement on or after 7/1/2020	\$350.00	\$250.00	\$350.00	\$350.00
BSN-CB*	\$300.00	\$250.00	N/A	N/A
Master Degree Programs (except MSC, MSN, MAED, and Competency-Based Education programs - see below)	\$698.00	\$575.00	N/A	N/A
MSC programs	\$698.00	\$550.00	N/A	N/A
MSN programs	\$540.00	\$475.00	N/A	N/A
MAED programs	\$540.00	\$475.00	N/A	N/A
MBA-CB, MHA-CB, and MIS-CB program*	\$300.00	\$300.00	N/A	N/A
Undergraduate Certificate Programs (except the programs listed below)	\$398.00	\$250.00	\$350.00	N/A
CERT/APLUS	\$290.00	\$250.00	N/A	N/A
NETPLUS	\$290.00	\$250.00	N/A	N/A
Graduate Certificate Programs (except the programs listed below)	\$698.00	\$575.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	\$540.00	\$475.00	N/A	N/A
ASC Program	\$540.00	\$475.00	N/A	N/A

University of Phoenix, 2020-2021
TUITION AND FEES - ONLINE RATES
FEES (Bay Area)

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
CERT/CTEL Program <i>(For CA residents only)</i>	\$175.00	\$175.00	N/A	N/A
CERT/T2T-E Program	\$280.00	\$280.00	N/A	N/A
CERT/T2T-S Program	\$280.00	\$280.00	N/A	N/A
CERT/ECH Program	\$400.00	\$400.00	N/A	N/A
CERT/ALT-E Program <i>(For FL residents only)</i>	\$275.00	\$275.00	N/A	N/A
CERT/ALT-S Program <i>(For FL residents only)</i>	\$275.00	\$275.00	N/A	N/A
CERT/SPE	\$540.00	\$475.00	N/A	N/A
CERT/AP-E	\$540.00	\$475.00	N/A	N/A
CERT/AP-S	\$540.00	\$475.00	N/A	N/A
CERT/AP-SE	\$540.00	\$475.00	N/A	N/A
Doctoral	\$ 810.00	\$650.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	\$398.00	\$250.00	\$350.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	\$350.00	\$250.00	\$350.00	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	\$698.00	\$575.00	N/A	N/A
Nursing Single Courses - Graduate Level	\$540.00	\$475.00	N/A	N/A
Education Single Courses - Graduate Level	\$540.00	\$475.00	N/A	N/A
Continuing Education for Educators	\$175.00	\$175.00	N/A	N/A

* The University's Competency-Based Education (CBE) programs are not eligible for any pricing discounts and cannot be combined with any employer benefit programs or University offer or promotion.

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

- a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates□
- b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions□
- c) Continuing Students who are participating in the Near Graduation Tuition Reduction program□

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/

or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

□The two tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Prior to 11/1/2016: The rates and fees shown below are applicable to continuing students who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 11/1/2016, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 11/1/2016 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
Associates	\$ 410.00	\$ 410.00
College of Business & Information Technology (Level 100 and Level 200)	\$ 415.00	\$ 410.00
College of Business & Information Technology (Level 300 and Level 400)	\$ 415.00	\$ 635.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/COM (Level 100 and Level 200)	\$ 415.00	\$ 410.00
BS/COM (Level 300 and Level 400)	\$ 415.00	\$ 630.00
BSIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BSIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CCNA	\$ 290.00	\$ 290.00
CERT/ABA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ABA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/ACL (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ACL (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/ACS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ACS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AHIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AHIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AISS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AISS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AMMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AMMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AN (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AN (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/APLUS	\$ 290.00	\$ 290.00
CERT/ASD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ASD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AV (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AV (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/CCNA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CCNA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/CSC (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CSC (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/CTL (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CTL (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/DA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/DA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/DS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/DS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/HIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/HIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/IAS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/IAS (Level 300 and Level 400)	\$ 635.00	\$ 635.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 3)

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University of Phoenix, 2020-2021
TUITION AND FEES - ONLINE RATES
FEES (Bay Area)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
CERT/ISS	\$ 300.00	\$ 300.00
CERT/JRN (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/JRN (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/LCO (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/LCO (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/MMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/MMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/MS (Level 100 and Level 200)	\$ 415.00	\$ 410.00
CERT/MS (Level 300 and Level 400)	\$ 415.00	\$ 630.00
CERT/NS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/NS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/PRG (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/PRG (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/SM	\$ 410.00	\$ 410.00
CERT/VC	\$ 300.00	\$ 300.00
CERT/WA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/WA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
NETPLUS	\$ 290.00	\$ 290.00
College of General Studies (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of General Studies (Level 300 and Level 400)	\$ 450.00	\$ 450.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/BIO (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/BIO (Level 300 and Level 400)	\$ 435.00	\$ 435.00
BS/HIS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/HIS (Level 300 and Level 400)	\$ 435.00	\$ 435.00
BS/HST (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/HST (Level 300 and Level 400)	\$ 435.00	\$ 435.00
SUS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
SUS (Level 300 and Level 400)	\$ 630.00	\$ 630.00
College of Social & Behavioral Sciences (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Social & Behavioral Sciences (Level 300 and Level 400)	\$ 610.00	\$ 610.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/P (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/P (Level 300 and Level 400)	\$ 585.00	\$ 585.00
BSAP/MT (Level 100 and Level 200)	\$ 415.00	
BSAP/MT (Level 300 and Level 400)	\$ 415.00	
BSIOP (Level 100 and Level 200)	\$ 415.00	
BSIOP (Level 300 and Level 400)	\$ 415.00	
BSSW (Level 100 and Level 200)	\$ 415.00	
BSSW (Level 300 and Level 400)	\$ 415.00	
College of Health Professions (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Health Professions (Level 300 and Level 400)	\$ 635.00	\$ 635.00

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**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 3)

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College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Nursing (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Nursing (Level 300 and Level 400)	\$ 510.00	\$ 510.00
College of Education (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Education (Level 300 and Level 400)	\$ 420.00	\$ 420.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
CERT/T2T-S	\$ 280.00	\$ 280.00
Continuing Education for Educators	\$ 175.00	\$ 175.00
Non-Degree Single Courses (Level 100 and Level 200)	\$ 410.00	\$ 410.00
Non-Degree Single Courses (Level 300 and Level 400)	\$ 635.00	\$ 635.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	\$ 280.00	\$ 280.00
<p>*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.</p> <p>**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 3 of 3)</p> <p>+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html.</p>		

GRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Business & Information Technology	\$ 740.00	\$ 740.00
College of Social & Behavioral Sciences	\$ 740.00	\$ 740.00
College of Health Professions	\$ 740.00	\$ 740.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
GHC	\$ 595.00	\$ 595.00
HCI	\$ 595.00	\$ 595.00
NHCE	\$ 595.00	\$ 595.00
College of Nursing	\$ 595.00	\$ 595.00
College of Education	\$ 540.00	\$ 540.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
CERT / ALT-E (FL residents only)	\$ 275.00	\$ 275.00
CERT / ALT-S (FL residents only)	\$ 275.00	\$ 275.00
CERT / CTCL (For CA residents only)	\$ 175.00	\$ 175.00
CERT / ECH	\$ 400.00	\$ 400.00
CERT / T2T-E	\$ 280.00	\$ 280.00
CERT / T2T-S	\$ 280.00	\$ 280.00
College of Doctoral Studies	\$ 810.00	\$ 810.00
Continuing Education for Educators	\$ 175.00	\$ 175.00
Non-Degree Single Courses	\$ 740.00	\$ 740.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	\$ 280.00	\$ 280.00
<p>*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.</p> <p>**See introductory page of the Tuition and Fees section for definitions of new and continuing students</p> <p>+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html.</p>		

FEES (Online)

Type of Fee	Amount*	When Due
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 500	\$ 150.00	
CCMH 502	\$ 150.00	
California Student Tuition Recovery Fund (STRF) (non-refundable) <i>*Applies to California students only</i>	Effective for Enrollment Agreements signed on or after February 8, 2021, the STRF assessment rate is \$0.50 per \$1,000 of institutional charges, rounded to the nearest \$1,000. For charges of \$1,000 or less, the assessment is \$0.00.	Upon notification.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance		
TB Test	\$ 132.50 - \$162.50	
CBEST Examination	\$ 0.00 - \$50.00	
CSET Examination	\$ 41.00 - \$102.00	
	\$ 99.00 - \$134.00	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
Portfolio Examination Fee	\$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
College of Doctoral Studies IBM®SPSS®Statistics Software Fee (applicable to select courses in College of Doctoral Studies programs)	\$ 50.00	When course is scheduled

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

Type of Fee	Amount*	When Due
rEsource Fees+ (if applicable) <i>rEsource fees are not applicable to competency-based education (CBE) programs</i>		
Undergraduate++	\$ 170.00	Due in accordance with the payment option chosen in Financial Options Guide.
Graduate	\$ 195.00	
Doctoral	\$ 205.00	
Continuing Education for Educators	\$ 75.00	
DCE	\$ 25.00	
CLEP®/DSST Examination+++ Student Exam Fees	\$ 20.00	Upon notification.
Check Return Fee	\$ 25.00	Upon notification.
Diploma Rush	\$ 45.00	Upon request.
Duplicate Diploma	\$ 30.00	Upon request.
Duplicate Certificate	\$ 15.00	Upon request.
Transcript	\$ 15.00	Upon request.
Transcript Rush	\$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

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CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

FACILITIES

Arizona Locations

Phoenix Campus

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Online

Administrative Offices

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723
602 557-2000

Southern Arizona Campus

800 659-8988
300 S Craycroft Road
Tucson, AZ 85711-4574
520 881-6512

California Locations

Livermore Learning Center

2481 Consitution Drive
Livermore, CA 94551-7573
925 273-8100

Central Valley Campus

45 River Park Place West
Fresno, CA 93720-1552
800 266-2107

Bakersfield Learning Center

4900 California Ave
Bakersfield, CA 93309-7018
800 266-2107

Visalia Learning Center

301 East Acequia Ave
Visalia, CA 93291-6341
800 266-2107

Sacramento Valley Campus

2860 Gateway Oaks Drive
Sacramento, CA 95833-4334
800 266-2107

Modesto Learning Center - Salida

5330 Pirrone Road
Salida, CA 95368-2107
800 266-2107

San Diego Campus

9645 Granite Ridge Drive
Suite 200
San Diego, CA 92123-2658
800 473-4346

El Centro Learning Center

3095 N Imperial Avenue
Suite 101
El Centro, CA 92243
760 355-1190

Southern California Campus Main - Ontario

3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Gardena Learning Center

1515 W 190th Street
Suite #450
Gardena, CA 90248-4319
800 888-1968

La Palma Learning Center

6 Centerpointe Drive
La Palma, CA 90623-2503
800 888-1968

Lancaster Learning Center

1202 W Avenue J
Lancaster, CA 93534-2902
800 888-1968

Murrieta Learning Center

25240 Hancock Ave
Murrieta, CA 92562-5990
951 677-0883
800 888-1968

Pasadena Learning Center

299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

Georgia Locations

Atlanta Campus

859 Mount Vernon Hwy NE
Atlanta, GA 30328
678 731-0555

Hawaii Locations

Hawaii Main Campus

949 Kamokila Blvd
Suite 101
Kapolei, HI 96707-2082
808 693-8686

Illinois Locations

Chicago Campus

203 N LaSalle St
Chicago, IL 60601-1210
312 223-1101

Nevada Locations

Las Vegas Campus

3755 Breakthrough Way
Las Vegas, NV 89135-3047
702 352-2936

New Jersey Locations

Jersey City Student Resource Center

88 Town Square Place
Jersey City, NJ 07310-2772
201 234-3150

Texas Locations

Dallas Campus

12400 Coit Road
Dallas, TX 75251-2004
972 385-1055

Resource Center at Arlington Highlands

3900 Arlington Highlands Boulevard
Suite 237
Arlington, TX 76018-6038
817 505-4200
817 557-3483 FAX

Houston Campus

11451 Katy Freeway
Houston, TX 77079-2004
713 465-9966

Utah Locations

Utah Campus

5373 South Green Street
Salt Lake City, UT 84123-4642
801 506-4123

Virginia Locations

Northern Virginia - DC Metro Service Center

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- Humanities; General Education, and History
- Mathematics
- Sciences

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Sam Dutton, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Criminal Justice
- Counseling
- Human Services and Social Work
- Public Administration
- Psychology

Faculty

Addesso, Patricia, PhD

Alliant international

University Cornerstone

Aizon, Antoniette, PhD

Alliant international

University Fresno

Akins, Sheri, MS

California State University -

Bakersfield

Anning, Mark, MAM

National University

Babb, Cheryl, MSW

California State University -

San Bernardino

Baird, John, PsyD

Argosy University - Orange

County

Banton, Christa, EdD

Argosy University - Chicago

Bazant, Rick, PsyD

Alliant international

University Cornerstone

Behl, Amanda, MSFS

National University

Bennett, Anthony, MA

Holy Names University

Bennett, Joycelyn, MA

Antioch So Calif-Los Angeles

Bennett, Natalie, MA

Alliant international

University Fresno

Blackman, Alan, JD

University of La Verne

Blandford, Maureen, JD

National University

Brown, Eufemia, MPA

National University

Burt, Barbara, MS

University of La Verne

Burtis, Tyler, MA

Saint Mary's College of

California

Caetana, Jenise, MS

California State University -

Fresno

Cannon, Aaron, PhD

Alliant international

University Cornerstone

Cantu, Roopa, MSW

New York University

Carbo, Anthony, PhD

Capella University

Cardenas, Gilbert, MA

Fresno Pacific University

Carrasco, Ivan, MA

National University

Carrier, Heather, MS

California State University -

Fresno

Chalvardjian, Cathia, MA

Pepperdine University

Charm, Corine, PhD

Pacifica Graduate institute

Chaudhry, Shahzad, MS

California State University -

Bakersfield

Christiansen, Cynthia, MSC

University of Phoenix

Cook, Bryan, MS

San Diego State University

Craft, Gina, PsyD

California Southern

University

Crawford, Michelle, MA

Pepperdine University

Cuaresma, Phillip, MSW

California State University -

Stanislaus

Cunningham West, Vanessa, MA

George Washington

University

Cusack, Coleen, JD

California Western School of

Law

Daub, Christopher, PhD

Capella University

Daugherty, Dennis, MS

California State University -

Sacramento

Davis, Bindhu, PsyD

Alliant international

University Cornerstone

Dean, Peter, MA

Fresno Pacific University

Deeminter, Renina, MA

Pepperdine University

Del Mese, Lawrence, MPA

California State University -

Northridge

Diaz, Ruben, MPA

National University

Domenzain, Michael, JD

Thomas Jefferson School of

Law

Dorough, Dustin, MPA

California State University -

Fresno

Downey, Robin, MSFS

National University

University of Phoenix, 2020-2021
FACULTY
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

Edralin, Angelo, JD Stanford University	Pacifica Graduate institute	Jacobs, Bonnie, PhD Alliant international	Florida institute of Technology
Edwards, Norris, MA California State University - Bakersfield	Harden, Joyce, MA Antioch University	University Los Angeles	Martin, Felicia, PhD Alliant international
Elliott, Tonya, MA National University	Hardin, Larry, MA Webster University	James, Christina, PhD Loyola University Chicago	University Cornerstone
Emerick, Timothy, PhD Saybrook University	Hardy, Mia, MS California State University - San Bernardino	Jenkins, Jennifer, MA Regent University	Martin, Lyle, MBA University of Phoenix
Esguerra, Francisco, MPA California State University - Bakersfield	Haynes, Elizabeth, MA National University	Johnson, Joy, MSW California State University - Bakersfield	Mauro-Atkinson, Luanne, MA Pacific Oaks College
Espinosa, Robert, MPA Capella University	Hebron, Cynthia, MS California State University - Fresno	Johnson, Linda, PsyD Alliant international	Mavrogeorge, Paul, MA Fresno Pacific Biblical Seminary
Favors, Lynette, MAED University of Phoenix	Heintz, Carl, MBA University of Phoenix	University Los Angeles	Mc Afee, Barbara Ann, MA National University
Fernbach, Hryso, PsyD Yeshiva University	Henderson, Michael, MA John F. Kennedy University	Kaufman, Brian, MSW California State University - Long Beach	Mc Killop, David, JD University of The Pacific
Franks, Christopher, MA Fresno Pacific University	Henry, Ralston, JD The University of West Los Angeles	Keating, Kim, MA Phillips Graduate institute	Mc Lellan, Andrea, MA Chapman University
Gallemore, Timothy, MS University of Phoenix	Hernandez, Bridgette, MSW California State University - San Bernardino	Kennedy, Prudence, MSW San Diego State University	Mc Whorter, Darriel, MS University of La Verne
Gamache, Louis, MA University of Redlands	Herweck, Diana, PsyD Alliant international	Kennedy, Samantha, PhD Alliant international	McConnell, Bradley, PsyD George Fox University
Gamble, Susan, PsyD Alliant international	University Cornerstone	University Cornerstone	Mccormick, Jamey, MS University of Phoenix
Geraghty, Michael, PhD Capella University	Hewett, Eugene, PhD University of Southern California	Knee, Leda, MSW Boston University	Mcnutt, Bryan, PhD Pacifica Graduate institute
Gin, Kimberly, MS University of New Haven	Hicks, Matthew, MSW University of Southern California	Knight, Leonard, DPA University of La Verne	Mendoza, Albert, MAM University of Redlands
Godsey, Jerry, MBA Western Governors University	Hill, Sharae, MA Argosy University - Los Angeles	Kyle, Kristin, PsyD California Southern University	Miller, Melissa, MSW San Diego State University
Gomez, Matthew, MBA National University	Hillis, Jason, MPA California State University - Bakersfield	Lambert, Jason, MSW Walla Walla University	Miller-Galaz, Michelle, EdD Northeastern University
Gomez, Rafael, MS University of La Verne	Hollar, David, MS University of Phoenix	Le Garra, Richard, MPA University of Southern California	Mitchell, David, DMA The University of Georgia
Gonzalez, Joe, MA California State University - Dominguez Hills	Holzer, Jessica, MA Alliant international	Legg-Beverly, Kimberley, MSW University of Southern California	Moore, Germaine, MPA National University
Goodson, Deeneice, MA California State University - San Bernardino	University Scripps Ranch	Lewis, Barry, MA Sam Houston State University	Morgan, Stephanie, EdD University of The Cumberlands
Gordon, Shirelle, MS California State University - Dominguez Hills	Hook, Jack, MPA California State University - Northridge	Lord, Laurel, MS California State University - Fresno	Najar, Mohammed, MA University of Redlands
Gourrier, Giselle, PsyD Alliant international	Hudson, Mark, MS California State University - Fresno	Lunceford, Lynn, MA Alliant international	Natali, Elizabeth, MSW California State University - San Bernardino
University Los Angeles	Hulings, Alberto, MA Chapman University	University Cornerstone	Nazaretian, Peter, MS California State University - Fresno
Green, Kai, MS California State University - Long Beach	Huskey, Jason, JD Western State University	Machold, Deborah, MSW University of South Carolina - Columbia	Offhaus, Kevin, MS Case Western Reserve University
Gutierrez, Jess, MA California State University - San Bernardino	Hutchinson, Desirae, MS University of La Verne	Mackay, Joel, MS University of Cincinnati	Parker, James, MS University of Phoenix
Hansen, Erika, EdD Argosy University - Phoenix	Jablonski, Andrea, PsyD Alliant international	Madrigal, Mary, PsyD Saybrook University	Penski, Kendra, MSW San Diego State University
Harb, Juanita, PhD	University Cornerstone	Malek, Bryce, PsyD Phillips Graduate institute	Pettengill, Robert, MSFS National University
		Marco, Christopher, MS Saint Joseph's University	Pichardo, Rudy, MPA California State University - Northridge
		Marks, Mari, PhD	

University of Phoenix, 2020-2021

Pollock, Jessica, MAED Alliant international University Cornerstone	Northridge Seguine, Thomas, MPA National University	Howard University Tunison, Adam, MS University of Edinburgh
Prewett, Wendy, MSC University of Phoenix	Sempell, Russell, MS California State University - Bakersfield	Underwood, Vicki, MSW California State University - Bakersfield
Pruitt, Beverly, MA National University	Shain, Roman, PhD California Southern University	Vangerov, John, MS California Lutheran University
Reed, Hal, MA California State University - San Bernardino	Sherman, Malia, PsyD Alliant international University Cornerstone	Venegas, Mario, EdD University of Southern California
Regan, Michael, MS University of Cincinnati	Shofner, Joe, MPA California State University - Northridge	Vialpando, David, MBA University of Phoenix
Rexroat, Katherine, MA National University	Showers-Kelly, Deborah, MS California State University - Los Angeles	Walton Ellis, Keasha, PsyD Argosy University - Orange County
Richert, William, MA California State University - San Bernardino	Snider, Justin, MSFS National University	Warren, Bethany, MSW San Diego State University
Ritschard, Jeffrey, JD University of California - Davis	Snyder, Donnieau, PhD Capella University	Watkins, Amy, MPA University of Phoenix
Roberts, James, MA Azusa Pacific University	Stern, Tyron, MA Antioch University	Watts, Brett, PhD California institute of integral Studies
Robinson, Boris, MA University of Redlands	Stoick, Joshua, MS California State University - Fresno	Weaver, Bonita, MS University of Phoenix
Rodelo Hanna, Lisa, MS University of San Diego	Storm, Karin, EdD University of Phoenix	Weintz, Donald Kirk, MA National University
Rodrigues, John, MPA California State University - Bakersfield	Stragalas, III, George, MS University of Denver	Wheeler, Mary, MA National University
Rodriguez, John, JD Loyola Marymount University	Sulier, Kellie, PsyD Alliant international University Fresno	Wilson, Constant, MBA National University
Romain, Lisa, PhD Alliant international University Los Angeles	Swanson, Albert, MPA Troy University	Wilson, Stefani, MS Oklahoma State University
Rosales, Rosemarie, MS University of Phoenix	Takla, La Tanya, EdD Argosy University - Los Angeles	Wood, Shelly, JD Western State University College of Law
Rosen, Eric, MS California State University - Fresno	Taylor, James, MA Chapman University	Word, Richard, MPA Golden Gate University
Rousch, Jennifer, PsyD Alliant international University Los Angeles	Teh, James, JD University of The Pacific	Wyatt, Jerald, MM University of Phoenix
Roy III, Eugene, MS Kaplan University	Teramoto, Christine, MA Chapman University	Yaptangco, Cinthya, MSW California State University - Long Beach
Saechao-Elizalde, Kelly, PsyD Alliant international University Fresno	Thacker, Stacey, MA National University	Yuen, Janet, MA Pepperdine University
Salazar, Wendy, MA Pacifica Graduate institute	Thomas, April, MSW California State University - San Bernardino	Zhukov, Vera, PsyD Chicago School of Professional Psychology
Samuel, Abraham, MSW Clark Atlanta University	Tiberg, Dianne, MS California State University - Fullerton	
Schweon, Craig, PhD The Pennsylvania State University	Torok-Mangasarian, Julie, MA National University	
Scott, Joann, MSW San Diego State University	Torres, Damian, MA American Public University System	
Segovia, Sherrie, MA California State University -	Trombley, Mary Jo, PhD	

SCHOOL OF BUSINESS AND INFORMATION TECHNOLOGY

Deans

Dean

Kevin Wilhelmsen, PhD

Assistant Dean

Lisa Paulson, MSIM

Associate Dean

Joseph Aranyosi, MFA

Ahmed Omar, DBA

Kathryn Uhles, MSP

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Accounting
- Financial Planning
- Law and Ethics
- Management
- Functional Management
- Strategic Analysis and Planning
- Technology

Faculty

Abbott, Chrystal, MBA

Purdue University Global -
Davenport

Aguirre, Manuel, MAOM

University of Phoenix

Aiken, David, DBA

Walden University

Aldape, Juan, MBA

University of Phoenix

Alexander, Woody, MBA

University of Missouri -
Kansas City

Alizadeh, Rassoul, MSCIS

Saint Mary's University

Allaiddin, Ahmer, MS

Golden Gate University

Allen, Jeffery, MBA

University of Southern
California

Allen, Robert, MS

University of Southern
California

Allen, Thomas, MBA

University of La Verne

Allison-Aipa, Timothy, PhD

Alliant international

University Los Angeles

Aloyan, David, MBA

University of California -
Irvine

Andersen, Bruce, MS

Golden Gate University

Angst, Oswald, MIS

University of Phoenix

Antonio, Anthony, MBA

Golden Gate University

Apuan, Ralph, MBA

Keller Grad School of Mgt

Aquilina, Michael, MBA

San Jose State University

Arellano, Roy, MIS

University of Phoenix

Arnold, Mitchell, JD

University of Tulsa

Arnold, Shaune, JD

University of California
Hastings College of Law

Arola, Glenn, MBA

Webster University

Arredondo, Luanne, MBA

California State University -
Los Angeles

Ashtari, Bitia, JD

Oklahoma City University

Baker, Darryl, DBA

University of Phoenix

Baly, Scott, JD

California Western School of
Law

Basic, Lamija, EdD B

randman University

Basiulis, Algis, MS

University of Southern
California

Belgarde, Samara, JD

University of Southern
California

Benito, Rick, MMAS

United States Army
Command and General Staff
College

Bertram, David, MBA

University of Phoenix

Beyer, Jeanne, MBA

State University of New York
At Albany

Billett, Antonio, MBA

California State University -
San Bernardino

Blaco, Rodney, JD

University of New
Hampshire

Blevins, Gregory, JD

San Joaquin College of Law

Boggs, Robert, EdD

University of La Verne

Bookbinder, Hal, MA

University of Northern
Colorado

Bourgault, Charles, MS

Capella University

Bowman, Robert, MAOM

University of Phoenix

Boyd, E Forrest, EdD

University of Southern
California

Bradley, Curtis, MBA

University of Phoenix

Brittian, Willetra, MA

Azusa Pacific University

Bugarin, Tem, DBA

Alliant international
University Cornerstone

Bullon, Brigitte, MBA

University of San Diego

Campas, Jr., Steven, MS

California State University -
Long Beach

Cappels, Thomas, MBA

University of Phoenix, 2020-2021

San Jose State University	Dinh, John, MS	Fritch, John, PhD	Golden Gate University
Cardenas, Alexander, MAOM	California State University -	Northcentral University	Hlaing, Kimberly, MA
University of Phoenix	Fullerton	Fritzenkotter, Stephen, MBA	Claremont Graduate
Carty, Heidi, PhD	Dixon, Vicki, MBA	National University	University
Loyola University Chicago	University of Phoenix	Frost, David, MS	Hoffman, Lee, MBA
Ceballos, Michael, MBA	Do, Tuan, PhD	University of Southern	National University
University of La Verne	Technische Universitat	California	Holliday, Susan, MAOM
Chambers, Linda, MBA	Dresden	Galindo, Michael, MBA	University of Phoenix
University of Phoenix	Dorsey, Norris, EdD	Daniel Webster College	House, Thomas, MBA
Charles, Colette, MA	University of La Verne	Garcia, Catherine, MAOM	University of Phoenix
National University	Doucet, Laron, EdD	Azusa Pacific University	Huber, Maria Ruby, MBA
Chell, Dax, MBA	Pepperdine University	Garcia, Mitchell, MBA	University of Phoenix
National University	Dreighton, Richie, MPM	Keller Grad School of Mgt	Humphreys, John, EMBA
Chell, Rob, MBA	Keller Grad School of Mgt	Gardner, Lori, MAOM	Golden Gate University
Trident at American	Dumais, Claudine, EdD	University of Phoenix	Ibarra, German, MBA
intercontinental University	Pepperdine University	Garrett, Steven, MBA	Inter American University of
Cheng, Chosen, MS	D'urso, Daniel, MS	Capella University	Puerto Rico Metropolitan
Carnegie Mellon University	Rivier College	Gay, William, MAM	Campus
Cheng, Joe, MBA	Ellis, Anthony, JD	University of Redlands	Inglis, Rob, MBA
University of California - Los	University of Toledo	Ghormley, James, DM	Tulane University
Angeles	Ellis, Johnell, EMBA	University of Phoenix	Inscore, Tracy, JD
Cheng, Steven, MS	University of Southern	Godat, Eric, MS	University of The Pacific
Syracuse University	California	Naval Postgraduate School	Iyengar, Arun, MS
Chowdiah, Vikram, PhD	Elsayess, Mahmoud, PhD	Goedhart-Humphrey, Christine,	Polytechnic institute of New
Oklaoma State University	Capella University	MBA	York University
Clark, Thelma, MS	Erickson, Arlys, MSA	California State University -	Jackson, Janet, JD
Troy University	Central Michigan University	Bakersfield	University of Oregon
Clark-Harris, Alice, DM	Ershadi, Dariush, MBA	Gonzales, Larry, MBA	Jadhav, Harshavardhan, MBA
University of Phoenix	Central State University	The University of Dallas	California State University -
Cons, Carlos, MBA	Estioko, Elmer, MS	Goodman, Jean, MBA	East Bay
California State University -	California State University -	Loyola Marymount	Jain, Sundeeep, MSM
Dominguez Hills	Fullerton	University	Oakland City University
Cordero, Roberto, DBA	Etherton, William, MAOM	Goodstone, Geraldine, DBA	Jimenez, Francisco, MBA
University of Phoenix	University of Phoenix	Argosy University - Los	University of Phoenix
Cortes, Pete, MBA	Ettenheim, Margaret, MHROD	Angeles	Johnson, Miesha, MPA
Loyola Marymount	University of San Francisco	Green, Virginia, PhD	California State University -
University	Faiella, David, EMBA	Capella University	Northridge
Coughlin, Eileen, MPA	University of California - Los	Greene, Rodney, MBA	Johnson, Raymond, MBA
Arizona State University	Angeles	University of Phoenix	University of Redlands
Cripe, Krisda, DM	Farley, John, MBA	Gudea, Sorin, PhD	Johnson, Vaughn, MS
University of Phoenix	University of Phoenix	Claremont Graduate	California State University -
Crow, Elizabeth, MBA	Fennell, Bill, MMIS	University	Sacramento
University of Phoenix	West Coast University -	Gutierrez, Elsa, MBA	Jones, Ron, MS
Dalrymple, Samuel, MBA	Shatto	University of Phoenix	University of The Pacific
University of Phoenix	Ferguson, Donna, MBA	Hayath, Israr, MS	Joseph, Priyabal, MBA
Darnell, Alfonza, MBA	University of Phoenix	California State University -	Pepperdine University
Keller Grad School of Mgt	Fernandez, Jr., Guido, MBA	Dominguez Hills	Kadevari, Ramana, MBA
De La Cruz, Eduardo, MBA	University of La Verne	Hayes, Chareese, MBA	University of Redlands
Florida institute of	Flewellen, Olivier, PhD	Purdue University Global -	Kadlec, John, MBA
Technology	Walden University	Davenport	University of California -
De Veto, Anthony, MM	Foote, Tracy, MBA	Henderson, Bernard, MAOM	Riverside
Wayland Baptist University	Webster University	University of Phoenix	Kailas, Aravind, PhD
Deb, Jyotirmay, PhD	Fortuna, Peter, MA	Henderson, Erin, MS	Georgia institute of
Union institute And	California State University -	San Diego State University	Technology
University	Fresno	Herrick, Eric, MBA	Kang, Yusun, JD
Dennis, Lela, MA	Francis, Dexter, PhD	Santa Clara University	Southwestern Law School
Ashford University	Capella University	Hertzler, Christopher, PhD	Kanouse, Kenneth, JD
Di Gaetano, Anthony, MAOM	Freeman, Leslie, MA	Mississippi State University	Western State University
University of Phoenix	Webster University	Hirschel, Henry, DBA	College of Law

Keehn, Kelly, MBA University of Southern California	Alliant international University - San Francisco	University Miller, Kenneth, EdD University of Southern California	Pepperdine University Okpara, Neruka, DPA University of La Verne
Keller, Maria, MBA Pepperdine University	Loreto, Paul, JD Southwestern Law School	Miller, Petermax, EdD Argosy University - Denver	Oliai, Kal, MBA Azusa Pacific University
Keller, Nyle, MBA University of Phoenix	Love, Willie, MBA University of Phoenix	Miller, Rae, MBA California State University - Dominguez Hills	Oni, Oludotun, PhD Northcentral University
Kelly, Kathryn, PhD Claremont Graduate University	Lovitch, Ira, MBA University of Phoenix	Mirza, Agha, MBA California State University - Bakersfield	Oslund, Larry, EdD Pepperdine University
Kemmer, Kathleen, DBA Argosy University - Orange County	Maevers, Kevin, MAOM Chapman University	Morales, Rosemary, DM University of Phoenix	Page, Wesley, MAOM University of Phoenix
Key, Robert, MBA University of Phoenix	Maier, Joel, MS University of Phoenix	Moua, True, DM University of Phoenix	Pannu, B. Belle, MBA National University
Khan, Amir, MS Northwestern University	Makofske, James, DBA Golden Gate University	Mulyanto, Matthew, MBA Northrop University	Parker, Charles, PhD Alliant international
Khan, Farooq, MBA Western Michigan University	Manassau, Elizabeth, JD Thomas Jefferson School of Law	Mumford, Malcolm, MBA Harvard University	Parker, Craig, JD University of The Pacific
Kheradmand, Fariba, MA California State University - East Bay	Mangiameli, Fred, MBA University of Southern California	Murphy, Maureen, MBA University of California - Los Angeles	Parker, Joseph, MBA University of Phoenix
Kilgore, Donald, MBA National University	Martin, Corinne, MBA California State University - Long Beach	Murphy, Quinton, MBA University of Redlands	Pay, Martin, MBA University of Phoenix
Koboldt, Geoffrey, MBA Pepperdine University	Martin, Gregory, JD University of Oklahoma	Naraghi, Mehdi, MS American University Dc	Payongayong, Noriel, MSCIS University of Phoenix
Krohn, Steven, MBA California State University - Sacramento	Martin, Luke, JD California Western School of Law	Nelson, Cheryl, DPA University of La Verne	Payton, Matiel, MS California State University - Dominguez Hills
Kucker, Todd, MBA Texas A&M University - College Station	Martinez, Gerardo, MBA California State University - Stanislaus	Nelson, Glenn, JD University of California - Los Angeles	Perez, Francisco, MBA University of Phoenix
Kuniyoshi, Susan, MBA California State Polytechnic University-Pomona	Martinez-Sanchez, Rocio, DSW University of Southern California	Nezerwe, Yvan, DBA Alliant international	Peterson, Susan, MBA East Tennessee State University
Kuntz, David, MBA University of Phoenix	Mason, William, MBA New York University	Nguyen, Hoang, PhD University of Illinois At Urbana-Champaign	Petronis, Kenneth, MAED University of Phoenix
Lafond, Marc, PhD Northcentral University	Massey, Calvin, MBA National University	Nguyen, Lam, MS Golden Gate University	Phillips, Timothy, MS University of San Diego
Land, Jack, MSM West Coast University - Shatto	Mathews, Dean, MBA National University	Nichols, Roger, MA California State University - San Bernardino	Picillo, Sandra, MBA University of Redlands
Landesman, Robert, MBA City University of New York - Bernard M. Baruch College	Mathis-Roberts, Shannon, MAOM University of Phoenix	Nommensen, Neil, MPA Indiana University - Northwest	Pluzdrak, Nancy, EdD Pepperdine University
Larkin, Robert, DBA University of Phoenix	Mc Guckian, Dennis, MBA Dartmouth College	Norcross, David, MBA University of Wyoming	Pollard, Rachael, MBA University of Phoenix
Leon, John, MSCS California State University - Fullerton	Mcdermott, Hamilton, MIT American intercontinental University	Obeidat, Sara, MS University of San Francisco	Powers, Mikal, MS University of Phoenix
Lerner, Mary, JD San Joaquin College of Law	Mcduffie, Martin, MHRM Keller Grad School of Mgt	O'brien, John, MBA Rensselaer Polytechnic institute	Qazi, Zohaib, MS California State University - Fullerton
Levitt, Catherine, DBA Alliant international	Meade, Jerry, MA Fresno Pacific University	O'brien, John, JD Michigan State University	Rahimian, Esmail, MAM National University
Lindvall, John, MA Claremont Graduate University	Mendezona, Matthias, MM University of The Philippines	Ogunji, Emmanuel, PhD Claremont Graduate University	Ramdas, Rajesh, MBA University of Phoenix
Loo, Joseph, JD	Meneses, Steven, DM University of Maryland Global Campus	Ohanesian, Fredrick, EdD	Rangwala, Mehul, MBA University of California - Davis
	Miller, Brandon, MTA The George Washington		Ratliff, Donald, MSA Central Michigan University
			Reyes, Robert, MBA California State University - Fresno

University of Phoenix, 2020-2021

Rodriguez, Jimmy, JD San Joaquin College of Law	Sirirat, Boriphan, MS National University	Walker, Tina, DM University of Phoenix
Rodriguez-Padilla, Gioconda, MPA Keller Grad School of Mgt	Slomski, William, MBA University of Phoenix	Wang, Kun, MS California State University - Fresno
Roe, Michael, MS Union institute And University	Smith, August, MBA Keller Grad School of Mgt	Waters, Marilyn, MBA University of Phoenix
Rudick, Danny, MBA The University of Connecticut	Smith, William James, MS National Defense University	Watson, Lena, DHS Nova Southeastern University
Russell, Stephen, MA National University	Sommers, Carol, PhD Northcentral University	Wilkinson, Jay, MBA National University
Safaie, Majid, JD The University of West Los Angeles	Spotswood, Robert, MBA Pepperdine University	Williams, Bruce, MAED University of Phoenix
Sanderson, Michael, MBA University of Phoenix	Stack, Ginger, MBA University of Phoenix	Williams, Constance, EdD Fielding Graduate University
Sarkany, Lynn, MBA Claremont Graduate University	Stapp, Griffen, MBA University of Phoenix	Williams, Kari, MBA National University
Say, Tania, MBA National University	Starr-Parker, Symone, DM University of Phoenix	Williams, Zeneo, EdD University of Southern California
Scanlan, Thomas, MBA San Diego State University	Steele, Aimee, JD University of California - Davis	Wong, Jennie, EdD Pepperdine University
Scheitrum, Ward, MBA California State University - Fresno	Sternieri, James, MBA Dowling College	Woodard, Scott, MBA California State University - Stanislaus
Schloss, Louann, MBA San Diego State University	Stevens, William, MA John F. Kennedy University	Woods, Timothy, PhD Walden University
Schorling, Douglas, JD University of California - Davis	Stotts, Janet, MBA University of Phoenix	Woodward, Tricia, JD California Western School of Law
Schuber, Jerry, MBA University of Phoenix	Suer, Myles, MBA University of Southern California	Wyatt, Amber, MIT American Public University System
Scipio, Andre, MBA Pepperdine University	Sumner, Sara, MBA University of Phoenix	Xiong, Blong, MBA National University
Sealana, Richard, EdD University of San Francisco	Swafford, Jr., Richard, MIS University of Phoenix	Xu, Yaping, MS Dartmouth College
Sell, Robert, MS California State University - Fresno	Taousakis, Michael, MS Virginia Polytechnic institute And State University	Yeager, Michelle, MS San Diego State University
Sevilla, William, MBA Golden Gate University	Telado, Felix, MBA University of Phoenix	Yost, John, MBA Santa Clara University
Sharghi, George, DBA Alliant international University Scripps Ranch	Thiele, Brian, MBA Golden Gate University	Young, Stephen, PhD Walden University
Sharifzadeh, Mohammad, PhD Walden University	Thomas, Diannah, MA Fresno Pacific University	Zecca, Mark, PhD Capella University
Simmons, Michael, MAOM University of Phoenix	Thompson, Darrell, MS National University	Zhang, Hedy, JD University of Wisconsin - Madison
Sims, Richard, MA University of Dayton	Thurman-Bowen, Traci, MA University of Redlands	
Sims, Rodman, MS Purdue University	Townsend-Jordan, Constance, MBA California State University - Dominguez Hills	
Singh, Amarjit, PhD University of London	Tripodes, Dean, MBA Claremont Graduate University	
Singh, Mahesh, MBA University of Phoenix	Vorsanger, Charles, MS University of Southern California	
	Wadsworth, Gloria, MAOM University of Phoenix	

COLLEGE OF HEALTH PROFESSIONS

Dean

Mark Johannsson, DHSc

Assistant Dean

Nye Clinton, MBA

Associate Dean

Heather Steiness, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Health
- Public Health

Faculty

Aish, Nathan, MPH
Ohio State University
Almaden, Stefany, PhD
Walden University
Alvarado, Sheela, MA
University of San Francisco
Amos, Qiana, MPA
Loma Linda University
Campbell, Marquez, MAS
University of California - San Diego
Castaneda, Andrew, MS
California State University - Bakersfield
Cathro, Heather, PhD
University of Phoenix
Do, Tram Emily, JD
Kaplan University
Dunn, Amy, JD
Whittier College
Gounaris, Doreen, MM
Brandeis University
Gregory, Lynn, MA
Brandman University
Haynes, Shawishi, EdD
University of Southern California
Huley, Pamela, MSN
University of Phoenix
Jamerson, Dianne, PhD
Walden University
Javier, Paula, MSN
University of Phoenix
Lee, Lily, EdD
Capella University
Logan, Jeff, MPH
California State University - Fresno
Lupinacci, Donna, MA
University of New Haven
Luu, Arlene, JD
California Western School of Law
Mickens, Astrid, DPH
Loma Linda University
Nathan, Stephanie, MPH
Loma Linda University
Nguyen-Grozavu, France, PhD
University of California - Los Angeles
Nwadike, Bismarck, MHA
University of La Verne
Pena, Brenda, MA
Alliant international

University Fresno
Perez, Vivian, MPA
San Diego State University
Pi, John, MBA
Keller Grad School of Mgt
Price Noble, Kelly, DHA
University of Phoenix
Saechao, Diana, MBA
Brandman University
Sandoval, Ramiro, MBA
National University
Schultz, Richard, PhD
Walden University
Simien-Robnett, Litanya, MSN
California State University - Dominguez Hills
Slaughter, Djuanique, MPA
California State University - Dominguez Hills
Tam, Tobey, PhD
University of California - San Diego
Wade, Warren, PhD
California institute of Technology
Young, Rachelle, MIS
University of Phoenix

COLLEGE OF NURSING

Deans

Dean

Kathleen Winston, PhD

Associate Dean

Francine Nelson, PhD

Raelene Brooks, PhD

Dean of Clinical Affairs

Rebecca Hathaway, MSN

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Nursing: MSN-FNP
- Nursing: Pre-licensure
- Nursing: MSN
- Nursing: RN to BSN

Faculty

Abbott, Jenny, MSN

University of Phoenix

Allard, Mary, PharmD

University of The Pacific

Aquino, Catherine, MSN

University of Phoenix

Ares, Terri, PhD

Villanova University

Arguello, Lori, DNP

California State University - Fresno

Avila, Pamela, DNP

Wilkes University

Axman, Linnea, DPH

The George Washington University

Azores, James, MSN

Concordia College - Manila

Bafaloukos, Carol, DNP

Frontier Nursing University

Bai, Yan, MS

California State University - Long Beach

Baker-Mosley, Brenda, MSN

University of Phoenix

Balch, Carol, MSN

University of California - Los Angeles

Barber, Regina, MSN

University of San Francisco

Barrios, Corazon, MSN

California State University - Dominguez Hills

Bashaw, Erin, DNP

University of San Francisco

Battick, Arvella, DNP

Walden University

Bell, Alison, DNP

Duke University

Black-Robinson, Louise, DNP

Western University of Health Sciences

Blanco, Roy, MS

California State University - Sacramento

Bradley, Darlene, PhD

Capella University

Brandt, Mary, MSN

University of Phoenix

Brock, Joy, DNP

Frontier Nursing University

Bryant, Pamela, MSN

University of Phoenix

Chaffee, Mark, BSN

University of Phoenix

Chimienti, Sabrina, DNP

Western University of Health Sciences

Cota, Stephanie, MHA

University of Phoenix

Cowan, Kirstiema, DNP

Frontier Nursing University

Da Costa, Brenda, MSN

University of Phoenix

Davis, Sandra, PhD

University of California - San Francisco

Day, Elizabeth, PhD

University of Phoenix

Delgado, Janet, MSN

University of Washington

Devkaran, Minu, MSN

University of Phoenix

Evans, Marlene, MSN

University of San Francisco

Fernandez, Lea, MSN

Liberty University

Garrett, Liana, MSN

University of California - Los Angeles

Gilderson, Andrew, MSN

University of Phoenix

Goldsmith, Camille, MSN

University of California - Los Angeles

Grande, Colleen, MSN

Purdue University Global

Greenberg, Victoria, MS

California State University - Long Beach

Hagenbaugh, Rachel, MSN

California State University - Dominguez Hills

Hagerty, Marylyn, DNP

Walden University

Haggins, Rosemary, DHA

University of Phoenix

Hamilton, Randall, DNP

Frontier Nursing University

Hankins, Julie Ann, MSN

California State University - Long Beach

Harrison, Staci, DNP

Touro University California

Hettig, Julie, MSN

California State University - Long Beach

Horper, Penny, MS

University of California - San

Francisco	Phillips, Raymond, PhD
Hunter, Kathy, DNP	University of California - San Francisco
University of San Francisco	Pilkerton, Jason, DNP
Jaffe, Carolyn, MSN	Liberty University
University of Phoenix	Porter, Pamela, DNP
Khaghani, Fatemeh, EdD	Western University of Health Sciences
Pepperdine University	Potter, Susan, MSN
Krepps-Hoffer, Cyndy, DNP	University of Phoenix
University of Minnesota - Twin Cities	Prince, Pamela, MSN
Lee, Julia Chaw-Chih, DNP	University of Phoenix
California State University - Fresno	Purcar, Elena, MSN
Lemon, Megan, MSN/FNP	University of Phoenix
University of Cincinnati	Reynolds, Charles, PharmD
Lewis, Stephanie, MSN	University of Southern California
University of Phoenix	Rhodes, Torri, MSN
Liggins-Fontenot, Kimberly, DNP	University of Phoenix
California State University - Fullerton	Riccio, Patricia, PhD
Long, Kimberly, DHA	University of California - Los Angeles
University of Phoenix	Sandoval, Carolina, DNP
Lovering, Gloria, MS	Azusa Pacific University
California State University - Fresno	Shipp, Donna, MS
Lozano, Kathleen, MSN	Western Governors University
University of Phoenix	Silveri, Charles, DNP
Lund, Carla, MS	University of New Mexico
California State University - Dominguez Hills	Stecker, Mona, DNP
Lush, Mary, PhD	West Virginia University
University of California - San Francisco	Tilford, Melissa, MSN
Macpherson, Jacqueline, EdD	Grand Canyon University
University of San Francisco	Tomasi, Kimberly, MSN
Mahoney, Helen, MD	University of Phoenix
University of California - Irvine	Tsai, Lita, MA
Marcial, Marieta, MS	New York University
California State University - Fresno	Turingan, Elisabeth, DNP
Migaud, Margaret, DNP	Grand Canyon University
Robert Morris University	Vaughn, Stephanie, PhD
Millar, Jennifer, MSN	University of San Diego
University of Phoenix	Velasquez, Mary, MS
Miller, Hilary, MSN	University of California - San Francisco
University of Phoenix	Wan, Lai Ping Atalanta, PhD
Monroe, Pamela, MSN	University of Phoenix
Walden University	Watson, Katherine, DNP
Noeske, Keri, DNP	Frontier Nursing University
Grand Canyon University	West, Katharine, DNP
O'Connor, Mary Jean, DNP	California State University - Fresno
Maryville University of Saint Louis	Zepeda, Martha, DNP
Parackal, Elizabeth, DNP	Walden University
Grand Canyon University	
Pence, Debra, MSN	
University of Phoenix	

COLLEGE OF EDUCATION

Deans

Dean

Pamela Roggeman, EdD

Assistant Dean

Jon Lewis, MAE

Associate Dean

Ashley Bartley, MAEd

Lisa Ghormley, MAED

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Administration and Supervision
- Adult Education and Training
- Continuing Education
- Curriculum and Instruction
- Teacher Education

Faculty

Armstrong, Allison, MAED
California State University -
Sacramento

Bunton, Cheryl, MAED
California Polytechnic State
University-San Luis Obispo

Curci-Reed, Lori, EdD
University of West Florida

Elliott, Nancy, MAED
California State University -
Long Beach

Elliott, Thomas, EdD
University of Phoenix

Hickman, Ryan, MA
National University

Januse, Jaime, Ed
National University

Pendleton, Gay Lynn, EdD
Argosy University - Santa
Monica

Randall, John, EdD
La Sierra University

Taylor, Julia, MA
University of California - San
Diego

Tocco, Helen, MAED
San Diego State University

COURSE GUIDE- COURSE DESCRIPTIONS

2019-2020

UNIVERSITY OF PHOENIX

Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic Catalog constitute all active credit-bearing University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th of the previous month. Please contact a University representative for additional details about course availability and course information for a specific location or modality of instruction.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	Activity Description
ACC 210	ACCOUNTING INFORMATION SYSTEMS	3	This course introduces accounting students to the use of accounting systems and real-world applications, such as QuickBooks. Areas of study include fundamental concepts and technologies, the Internet, intranets, electronic commerce, information systems development, accounting and bookkeeping principles, decision support systems, and the preparation of accounting-related documents and statements in QuickBooks.
ACC 290	PRINCIPLES OF ACCOUNTING I	3	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 290T	PRINCIPLES OF ACCOUNTING I	3	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 291	PRINCIPLES OF ACCOUNTING II	3	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.

ACC 291T	PRINCIPLES OF ACCOUNTING II	3	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.
ACC 316	QUICKBOOKS	3	This course introduces accounting students to the use of accounting systems using QuickBooks. Topics include: QuickBooks basics, setting up a company, and the management of financial information.
ACC 316T	QUICKBOOKS	3	This course introduces accounting students to the use of accounting systems using QuickBooks. Topics include: QuickBooks basics, setting up a company, and the management of financial information.
ACC 326	MANAGERIAL ACCOUNTING	3	

ACC 326T	MANAGERIAL ACCOUNTING	3	This course provides an introduction to managerial accounting and covers various fundamental concepts relating to the accounting environment. Topics include: cost concepts and allocation, short-term and long-term financial assets, current and long-term liabilities, contributed capital, stock holder equity, and the analysis of financial statements.
ACC 349	COST ACCOUNTING	3	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 349T	COST ACCOUNTING	3	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 400	ACCOUNTING FOR DECISION MAKING	3	This course focuses on effective decision making as it relates to accounting and financial activities in a business enterprise. Course topics will include cost management, budgeting, business operations, financial management, and financial analysis. Students will develop the necessary analytical tools to enhance business operations.

ACC 421	INTERMEDIATE FINANCIAL ACCOUNTING I	3	This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows, and full disclosure issues.
ACC 421T	INTERMEDIATE FINANCIAL ACCOUNTING I	3	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422	INTERMEDIATE FINANCIAL ACCOUNTING II	3	This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, as well as cash and cash equivalents. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.
ACC 422T	INTERMEDIATE FINANCIAL ACCOUNTING II	3	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.

ACC 423	INTERMEDIATE FINANCIAL ACCOUNTING III	3	This course is the third of a three-part series of courses related to intermediate accounting. This course examines owners' equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.
ACC 423T	INTERMEDIATE FINANCIAL ACCOUNTING III	3	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes and errors, and the statement of cash flows.
ACC 455	CORPORATE TAXATION	3	This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456	INDIVIDUAL/ESTATE TAXATION	3	This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 460	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	This course covers fund accounting, budget and control issues, revenue and expense recognition, and issues of reporting for both government and non-profit entities.
ACC 491	CONTEMPORARY AUDITING I	3	This course is the first in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.
ACC 492	CONTEMPORARY AUDITING II	3	This course is the second in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.
ACC 497	ADVANCED TOPICS IN ACCOUNTING RESEARCH	3	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

ACC 537	FINANCIAL ACCOUNTING	3	In this course, students are introduced to the basic concepts and methods of corporate financial statements commonly used by investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.
ACC 541	ACCOUNTING THEORY & RESEARCH	3	In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder's equity, and a program overview.
ACC 542	ACCOUNTING INFORMATION SYSTEMS	3	In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543	MANAGERIAL ACCOUNTING & LEGAL ASPECTS OF BUSINESS	3	In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting; cost analysis; management planning and control; negotiable instruments; secured transactions; debtor-creditor relationships; property and insurance; and legal aspects of employment and environment.

ACC 544	INTERNAL CONTROL SYSTEMS	3	In this course, students gain a broad perspective of the control environment and the role it plays in attainment of financial and operational goals of the organization. Topics include an overview of the control environment, risk management, internal control systems, control activities for business functions, controls for information technology systems, and reporting on internal controls.
ACC 545	FINANCIAL REPORTING	3	This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546	AUDITING	3	In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACC 547	TAXATION	3	In this course, students develop an understanding of the federal income tax law and its application to individuals, partnerships and corporations. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S corporations, and partnerships.

ACC 548	NOT-FOR-PROFIT & GOVERNMENT ACCOUNTING	3	In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.
ACC 556	FORENSIC ACCOUNTING	3	In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.
ACCCB 543	MANAGERIAL ACCOUNTING AND LEGAL ASPECTS OF BUSINESS	3	In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment. Competency 13: The student will analyze key aspects of managerial accounting and capital budgeting to drive effective business decisions Competency 14: The student will employ strategic decision-making methods to budget, track, analyze, and control business costs. Competency 15: The student will evaluate laws, regulations, and business risks associated with business operations.
ADM 511	Personnel Administration for Educators	3	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.

ADM 512	Leadership Strategies for Educators	3	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards, including the Common Core State Standards. Participants also explore ways to facilitate positive school change.
ADM 513	School Law for Educators	3	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 514	School Finance for Educators	3	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.
ADM 516	Ethical and Legal Issues for Administrators	3	This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.

ADM 517	Special Education Program Administration	3	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.
ADMIN 500	ORIENTATION TO ADMINISTRATION AND SUPERVISION	0	This course is designed to provide an orientation to the primary components of the Master of Arts in Education/Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
ADMIN 518	LEADERSHIP AND COLLABORATIVE PROCESSES	3	This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams.
ADMIN 524	SUPERVISION OF CURRICULUM, INSTRUCTION AND ASSESSMENT	3	This course examines principals' responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

ADMIN 528	ADMINISTRATION OF SPECIAL PROGRAMS	3	This course provides students with an overview of an administrator's role in a wide array of special programs offered in public schools today. Candidates examine programs and services geared towards diverse student populations, including special education, English learners (EL), gifted education, Title I, alternative education, early childhood, career readiness, and school counseling programs. In addition, candidates learn about the importance of student and teacher leadership, as well as Response to Intervention (RTI) as a model for school improvement.
ADMIN 536	SCHOOL FINANCE AND FACILITIES MANAGEMENT	3	This course provides an overview for principal candidates in the basic concepts of school finance and facilities management. Topics include school funding and finance, legal and political issues of school funding, and the benefits of school funding. Principal candidates will also examine issues regarding facilities planning and management. Principal candidates will participate in field experiences related to school finance and facilities management.
ADMIN 555	SCHOOL POLICY AND LAW FOR PRINCIPALS	3	This course examines legal and ethical principles and practices in the context of the educational setting. The legal framework, laws, liability, curriculum, attendance, religion, and school safety are all discussed, analyzed, and applied to current educational practices.
ADMIN 560	HUMAN RESOURCES LEADERSHIP AND MANAGEMENT	3	This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

ADMIN 565	SCHOOL IMPROVEMENT PROCESSES	3	This course focuses on the use of assessments in K-12 education and their role in developing school improvement plans from a principal's perspective. Candidates review the types of assessments that a school leader needs to be familiar with, the data they generate, and how to interpret the data for decision-making purposes. In addition, the instructional improvement model and the process of continuous school improvement are explored.
ADMIN 570	EQUITY, DIVERSITY, AND ACCESS IN EDUCATION	3	This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 575	FAMILY, COMMUNITY, AND MEDIA RELATIONS	3	This course focuses on the role of the school principal as a catalyst in developing and maintaining relationships with families, business and community groups, and the media to support a school's vision and programs. Candidates examine the importance of public relations, effective communication practices, and strategies for identifying a community's resources, interests, and needs. Candidates will also analyze ethical considerations for working with external stakeholders, establishing effective media relations, and building business partnerships to benefit their school and community. In addition, candidates plan a social action project that involves school, families, community, and the media.
ADMIN 591A	PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.

ADMIN 591B	PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.
ADMIN 591C	ADMINISTRATIVE INTERNSHIP PART III: PROFESSIONAL PRACTICE	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
ADMIN 594A	ADMINISTRATIVE PRACTICUM PART I: INSTRUCTIONAL LEADERSHIP	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.
ADMIN 594B	ADMINISTRATIVE PRACTICUM PART II: ORGANIZATIONAL MANAGEMENT	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

ADMIN 594C	PRINCIPAL PRACTICUM PART III: PROF PERSPECTIVES & REF PRAC	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
AET 500	FOUNDATIONS OF ADULT LEARNING THEORY	3	Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.
AET 508	COMMUNITY-BASED EDUCATION	3	This course provides an analysis of community-based programs and services available for adult learners. Students examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. In addition, students examine issues, trends, and barriers to success for adult learners. Students also review special populations of adult learners and their needs for community-based education.
AET 552	MARKETING ADULT EDUCATION	3	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.

AET 560	FACILITATING CHANGE	3	Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.
AET 562	SOCIAL MEDIA FOR PROFESSIONAL LEARNING	3	Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570	PROGRAM DEVELOPMENT IN ADULT EDUCATION	3	Learners examine a leader's role in developing and managing adult education within an organization. Learners define the organization's learning needs from a systems perspective, review the leader's role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.
AJS 503	INTRO TO GRADUATE STUDY IN CRIMINAL JUSTICE AND SECURITY	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Students will learn program standards and objectives, graduate-level oral and written communication, collaboration, as well as locating, evaluating, and citing scholarly resources in the criminal justice and security disciplines.

AJS 504	SURVEY OF JUSTICE AND SECURITY	3	This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
AJS 514	CRIMINOLOGICAL THEORY	3	This is an advanced course in theories and crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.
AJS 524	CYBERCRIME AND INFORMATION SYSTEMS SECURITY	3	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, and data associated with information systems.
AJS 534	ORGANIZATIONAL ADMINISTRATION IN JUSTICE AND SECURITY	3	This course explores the various elements of organizational leadership and administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 544	ETHICS IN JUSTICE AND SECURITY	3	This course examines the theoretical and philosophical basis of ethics and the standards of professional conduct applicable to justice and security agencies. Emphasis is placed on ethical dilemmas, the role of ethics in forming policy, and ethical decision-making. The course also explores procedural justice and transparency within an organization, the use of federal consent decrees, and the influence of diversity and equity on criminal justice and security practices.
AJS 554	CONCEPTS OF PHYSICAL AND PERSONAL SECURITY	3	This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.
AJS 564	MANAGEMENT OF INSTITUTIONAL RISK AND CRITICAL INCIDENT MGNT	3	This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, we will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.
AJS 574	FINANCE AND BUDGETING IN JUSTICE AND SECURITY	3	This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 583	LEGAL ISSUES IN JUSTICE AND SECURITY	3	This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society.
AJS 584	FORENSIC SCIENCE AND PSYCHOLOGICAL PROFILING	3	This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.
AJS 586	PUBLIC POLICY ISSUES	3	This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.
AJS 594	PROGRAM DEVELOPMENT AND EVALUATION	3	This course prepares the student to identify operational goals, objectives, and evaluation of criminal justice or security programs within society. This course will provide an understanding of the application of key concepts, methods, and approaches in the field of program evaluation within the criminal justice and security profession.

APB 001	ASSESSMENT PERIOD	0	This is assessment break period 001.
APB 002	ASSESSMENT PERIOD	0	This is assessment period break 002.
APB 003	ASSESSMENT PERIOD	0	This is assessment period break 003.
APB 004	ASSESSMENT PERIOD	0	This is assessment period break 004.

APB 005	ASSESSMENT PERIOD	0	This is assessment period break 005.
APB 006	ASSESSMENT PERIOD BREAK 006	0	This is assessment break period 006.
APB 010	ASSESSMENT PERIOD BREAK	0	This is an assessment period.
APB 020	ASSESSMENT PERIOD BREAK	0	This is an assessment period.

APB 030	ASSESSMENT PERIOD BREAK	0	This is an assessment period.
APB 040	ASSESSMENT PERIOD BREAK	0	This is an assessment period.
APB 050	ASSESSMENT PERIOD BREAK	0	This is an assessment period.
APB 060	ASSESSMENT PERIOD BREAK	0	This is an assessment period.

APB 070	ASSESSMENT PERIOD BREAK	0	This is an assessment period.
APB 080	ASSESSMENT PERIOD BREAK	0	This is an assessment period.
APB 090	ASSESSMENT PERIOD BREAK	0	This is an assessment period.
APE 515	ELEMENTARY CONTENT METHODS	3	This course focuses on the methodology and assessment strategies that enhance learning at the elementary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of elementary content, along with current research on pedagogy, are explored. This course provides teacher candidates with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

APE 518	ELEMENTARY MODELS, THEORIES, AND INSTRUCTIONAL STRATEGIES	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
APE 522	ELEMENTARY - EFFECTIVE LEARNING CLIMATES	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APE 537	ELEMENTARY CURRICULUM AND ASSESSMENT-READING/ELA	3	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on the observations of groups of students in elementary education settings, is incorporated into the course requirements.
APES 514	SURVEY OF SPECIAL POPULATIONS	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

APES 545	CLINICAL PRACTICE	3	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
APES 562	ASSESSMENT AND EVALUATION	3	This course provides the teacher candidate with the methodology to assess student learning effectively. The focus is placed on providing teacher candidates with the tools necessary to use, interpret, and evaluate student growth in order to inform instruction. Teacher candidates explore a variety of assessment tools and construct objective and performance assessments.
APMT 315	TECHNOLOGY AND SOCIETY	3	This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build social and material capital. A special focus is on the benefits technology accrues to humans and communities, as well as potential harmful effects of engaging with technology.
APMT 430	SOCIAL MEDIA AND HUMAN INTERACTION	3	This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology-mediated relationships, and social etiquette in cyberspace.

APMT 440	INFLUENCE OF MEDIA ON BEHAVIOR	3	This course explores the ways in which contemporary media shape cultures and human behaviors, including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education, and celebrity culture.
APMT 460	CYBER COMMUNICATIONS	3	This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations and cyber commerce.
APMT 470	DIGITAL LEARNING	3	This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings.
APS 508	SECONDARY - MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.

APS 523	SECONDARY - EFFECTIVE LEARNING CLIMATES	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, developing the classroom as a community, engaging and motivating the learner, communicating with parents, managing disruptive students, and connecting with diverse learners. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APS 542	SECONDARY CURRICULUM AND ASSESSMENT-READING METHODS	3	This course focuses on the most current research, theory, and methods of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
APS 559	SECONDARY CONTENT METHODS	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. The teacher candidate will use assessment data to enhance instruction that meets the students' varied learning needs. Teacher candidates will promote critical thinking, apply essential strategies, and incorporate meaningful context to promote a deeper understanding of content. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored.
APSE 559	Foundations of Special Education	3	This course examines the foundations of special education and introduces the characteristics of learning disabilities. State and federal regulations for the referral process, available programs or service delivery options, and Individualized Education Programs are examined. In addition, assessment and remediation techniques, instructional strategies, and classroom management practices are explored as well as the use of appropriate classroom materials. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.

APSE 570	SPED CURRICULUM AND ASSESSMENT-READING/ELA	3	This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will examine the foundations of reading development as well as formal and informal reading assessments used to identify students' strengths, weaknesses, and reading levels. Instructional techniques, including research-based phonics instruction, strategies for teaching learners with dyslexia, and intervention practices for working with exceptional learners are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.
APSE 575	MATHEMATICS INSTRUCTION FOR SPED	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction and professional practices.
APSE 576	CHARACTERISTICS OF AUTISM SPECTRUM DISORDERS	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
APSE 578	SPED -MODEL THEORIES AND INSTRUCTIONAL STRATEGIES	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.

APSE 584	LEARNING DISABILITIES AND LANGUAGE DEVELOPMENT DISORDERS	3	This course examines the characteristics of students with learning disabilities and language and development disorders. The teacher candidate will analyze and implement classroom management, instructional strategies, assessment, and augmentative and alternative technologies based on the needs of the students through a comprehensive lesson plan. Attention is given to the referral process and available program or service delivery options.
ARTS 100	INTRODUCTION TO THE VISUAL AND PERFORMING ARTS	3	This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development in Western European tradition.
ARTS 230	SURVEY OF THE VISUAL ARTS	3	This course offers a foundation in analysis of the elements and styles in the visual arts. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning and the ability to make critical judgment based on principles of art.
ARTS 340	EXPLORATION OF WESTERN CLASSICAL MUSIC	3	This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.

AUT 510	Autism Spectrum Disorders: Foundations	3	This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn assessment and diagnosis processes, interventions, accommodations, and supports, with emphasis on current evidence-based practices.
AUT 512	Autism Spectrum Disorders: Communication and Socialization	3	This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.
AUT 513	Autism Spectrum Disorders: Behavior Management	3	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.
BCC 395	CONTEMPORARY ISSUES AND FUTURES IN CYBERCRIMES	3	This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.

BCC 400	INFORMATION SYSTEMS FUNDAMENTALS	3	This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.
BCC 401	CYBERCRIME IN THE 21ST CENTURY	3	This course explores developments and changes in the commission of crime, and the corresponding efforts to combat crime, brought about by the rapid creation, adoption, and expansion of technology. Specific topics include: how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, various types of cyberthreats, exploring the cybercriminal, and criminal justice efforts involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.
BCC 402	CYBERCRIME AND ROLE OF LAW ENFORCEMENT SECURITY PERSONNEL	3	This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders, provide service to their communities.
BCC 403	GLOBAL TECHNOLOGY AND CYBERCRIME	3	In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cyber technology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.

BDAT 376	Preparing Data for Analysis	3	This course covers prepping, cleaning, organizing and augmenting data for analysis Students learn how to prepare data by cleaning it, creating the necessary variables, and formatting all variables, transcribing data, adjusting data that requires weighting and scale transformations and selecting the data analysis strategy.
BEH 225	INTRODUCTION TO BEHAVIORAL SCIENCE	3	This course focuses on human personality, motivation, learning, and cognition. The theories and insights of major figures in psychology are discussed. Neuroscience, psychological disorders, and therapies are also considered in relation to human behavior.
BIO 101	PRINCIPLES OF BIOLOGY	3	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 101T	PRINCIPLES OF BIOLOGY	3	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.

BIO 280	CONSERVATION BIOLOGY	3	This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.
BIO 290	ANATOMY AND PHYSIOLOGY I	4	Anatomy and Physiology I is the first of a two-course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
BIO 291	ANATOMY AND PHYSIOLOGY II	4	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.
BIO 315	ECOLOGY AND EVOLUTION	3	This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.

BIO 330	INVERTEBRATE ZOOLOGY	3	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.
BIO 335	ENTOMOLOGY	3	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.
BIO 340	MICROBIOLOGY	3	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.
BIO 350	GENERAL BIOLOGY I	4	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.

BIO 351	GENERAL BIOLOGY II	4	This course continues the examination of principles and applications of biology that was begun in BIO/350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through the completion of virtual labs.
BIO 405	HUMAN BIOLOGY	3	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.
BIO 410	GENETICS	3	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.
BIS 221	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

BIS 221T	INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS	3	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 320	BUSINESS INFORMATION SYSTEMS	3	This course provides instruction on the use of Business Information Systems. Students apply Microsoft® Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.
BLE 571	Instructional Techniques and Methods	3	This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.
BPA 200	PUBLIC SECTOR COMMUNICATIONS	3	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to, include: memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.

BPA 201	FOUNDATIONS OF PUBLIC ADMINISTRATION	3	This course serves as an introduction to the study of public administration. During this course, students will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.
BPA 211	FOUNDATIONS OF FEDERAL, STATE, AND LOCAL GOVERNMENT	3	This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.
BPA 221	CRITICAL THINKING AND DECISION MAKING IN THE PUBLIC SECTOR	3	This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.
BPA 300	POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT	3	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.

BPA 311	PRINCIPLES OF GOVERNMENTAL ACCOUNTING	3	This course focuses on principles of governmental accounting and budgeting. This course emphasizes financial statement preparation and analysis, internal controls, regulatory environment, and compliance. Students will gain knowledge in the civic implications of local, state and federal budgets.
BPA 321	PERSONNEL MANAGEMENT	3	This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at-will, volunteer and non-profit personnel.
BPA 331	FINANCIAL MANAGEMENT FOR NON-PROFIT ORGANIZATIONS	3	This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non-profit organizations as well as in the international arena.
BPA 341	PUBLIC PROGRAMS: IMPLEMENT AND EVALUATE IN A DYNAMIC SETTING	3	This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

BPA 351	RESEARCH IN PUBLIC ADMINISTRATION	3	This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
BPA 361	GRANT WRITING	3	This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.
BPA 371	INTERGOVERNMENTAL RELATIONS	3	This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public-public and public-private, will be explored as will the use of quasi-governmental agencies.
BPA 381	PUBLIC ADMINISTRATION POLICY, LEGAL ISSUES, LAW & ETHICS	3	This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.

BPA 410	GOVERNMENT AND NON-PROFIT ACCOUNTING	3	Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.
BPA 411	PUBLIC FINANCE: SOURCES, MANAGEMENT, AND REPORTS	3	This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.
BPA 421	ORGANIZATIONAL BEHAVIOR AND ETHICAL RESPONSIBILITY	3	This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.
BPA 431	LEADERSHIP IN THE PUBLIC SECTOR	3	Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.

BPA 441	URBAN AND REGIONAL PLANNING	3	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.
BPA 451	CAPITAL IMPROVEMENT PLANNING & MANAGEMENT	3	As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal/restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.
BPA 461	CONTEMPORARY ISSUES IN PUBLIC ADMINISTRATION	3	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.
BRM 216	INTRODUCTION TO THE RETAIL INDUSTRY	3	This course provides students with an overview of the retail industry. Topics include an examination of basic principles and terminology, the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.

BRM 226	CUSTOMER SERVICE MANAGEMENT	3	This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on using technology to improve customer service and managing customer interactions to enhance competitive advantage within the retail sector.
BRM 236	SALES, TOOLS, AND STRATEGIES	3	This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.
BRM 246	RETAIL MARKETING: MERCHANDISING	3	This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics. Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.
BRM 266	RETAIL OPERATIONS: SUPPLY MANAGEMENT	3	This course is an examination of the retail operations function of retail management, including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

BRM 276	LEADERSHIP AND SUPERVISION IN RETAIL CAPSTONE	3	This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of student in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.
BRM 353	PRODUCT AND BRAND MANAGEMENT	3	This course presents an analysis of product and brand management as it relates to the goods and services life cycle from conception to purchase. Upon completion of this course, students will be prepared to design and implement successful product and brand development strategies that deliver value to consumers.
BRM 360	RETAIL DATA ANALYTICS FOR DECISION MAKING	3	The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional "brick and mortar" locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.
BSA 310	BUSINESS SYSTEMS	3	This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, and decision support. Emphasis is placed upon the selection, implementation, and use of information systems, the potential for integration of the systems, and information systems security.

BSA 375	FUNDAMENTALS OF BUSINESS SYSTEMS DEVELOPMENT	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.
BSA 376	SYSTEMS ANALYSIS AND DESIGN	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development with a focus on application within health care. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.
BSA 385	INTRO TO SOFTWARE ENGINEERING	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.
BSA 411	SYSTEMS ANALYSIS METHODOLOGIES	3	This course provides an overview of planning a business analysis approach, which includes business analysis, requirements elicitation, enterprise analysis, and solution assessment.

BSA 412	SYSTEMS ANALYSIS TOOLS	3	This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools - computer and non-computer supported. Emphasis is placed on when and how Microsoft® Visio® may be used for analysis.
BSA 413	IT SERVICE MANAGEMENT	3	This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL) ® framework. The ITIL® framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.
BSA 425	BSIT CAPSTONE	3	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSA 500	BUSINESS SYSTEMS I	3	This course introduces business systems. The course reviews the basics of the business environment and influences on that environment. Accounting and finance business systems are also reviewed.

BSA 502	BUSINESS SYSTEMS II	3	This course reviews the following business systems: marketing, sales, human resources, operations, and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.
BSA 505	IS AUDITING PROCESSES	3	This course focuses on information systems auditing, IT governance and protection and control of information assets. Topics include laws, regulations, standards, guidance, techniques, and professional ethics. This course is aligned to The Process of Auditing Information Systems domain of the ISACA CISA job practice areas.
BSA 510	IT GOVERNANCE AND MANAGEMENT	3	This course focuses on providing assurance that the organization has the structure, policies, accountability mechanisms, and monitoring practices in place to achieve the requirements of governance and management of IT. This course is aligned to the Governance and Management of IT domain of the ISACA CISA job practice areas.
BSA 515	ACQUISITION, DEVELOPMENT AND IMPLEMENTATION OF IS	3	This course focuses on the practices for acquiring, developing, testing, and implementing information systems to meet the organization's strategies and objectives. Topics include business case development, supplier selection, project management, and controls. This course is aligned to the Information Systems Acquisition, Development and Implementation domain of the ISACA CISA job practice areas.

BSA 520	OPERATIONS, MAINTENANCE AND SUPPORT OF IS	3	The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise's strategies and objectives.
BSA 525	INFORMATION ASSETS PROTECTION	3	The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise's security policies, standards, procedures, and controls ensure the confidentiality, integrity, and availability of information assets.
BSA 531	IT ARCHITECTURE IN THE AGE OF CLOUD	3	IT Architecture in the Age of Cloud covers solution architecture designed specifically for the cloud, with alignment to AWS Solution Architect - Associate certification. Course topics include designing and defining resilient performant architectures, and securing and cost-optimizing architectures that are operationally excellent.
BSA 550	CUSTOMER RELATIONSHIP MANAGEMENT	3	This course provides a comprehensive review of customer relationship management (CRM), which is a major component of organizational business intelligence (BI). This course covers the domain of CRM and is not tied to any particular perspective and covers a number of holistic models. Students will learn three types of CRM - strategic, operational and analytical. This course emphasizes a managerial perspective on CRM while maintaining a balanced view of the technology.

BSA 570	ANALYTIC PROGRAMMING	3	This course is an introduction to analytic programming, an essential component of business analytics. Analytic programming combines statistical processes and programming to identify meaningful patterns in data as well as construct useful models. Topics include data access, data structures, data management, data functions and structures, reports and error resolution within the context of a statistical analysis framework. This course is aligned to the SAS Base Programmer Certification.
BSA 580	STATISTICAL BUSINESS ANALYTICS	3	This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.
BSCOM 210	LOGIC AND RHETORIC	3	Open-mindedness to different perspectives is important - but equally important is the ability to construct a valid argument in support of one's claim. This course covers key skills in reasoning, critical thinking, and persuasion used to effectively communicate. Topics include logical argumentation, rhetoric, persuasion, semantics, and perception.
BSCOM 210T	LOGIC AND RHETORIC	3	Open-mindedness to different perspectives is important - but equally important is the ability to construct a valid argument in support of one's claim. This course covers key skills in reasoning, critical thinking, and persuasion used to effectively communicate. Topics include logical argumentation, rhetoric, persuasion, semantics, and perception.

BSCOM 230	STORYTELLING	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 230T	STORYTELLING	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 250	COMMUNICATION TECHNOLOGY	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.
BSCOM 250T	COMMUNICATION TECHNOLOGY	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.

BSCOM 300	ADVERTISING AND THE MEDIA	3	This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.
BSCOM 310	INTERPERSONAL COMMUNICATION	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.
BSCOM 310T	INTERPERSONAL COMMUNICATION	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.
BSCOM 320	MASS COMMUNICATION AND MEDIA	3	This course introduces key media theories and practices and examines the history of mass communication and its influence on society. Topics covered include media literacy, propaganda, marketing, law, and ethics.

BSCOM 320T	MASS COMMUNICATION AND MEDIA	3	This course introduces key media theories and practices and examines the history of mass communication and its influence on society. Topics covered include media literacy, propaganda, marketing, law, and ethics.
BSCOM 324	COMMUNICATION RESEARCH	3	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies and content analysis.
BSCOM 330	COMPUTER MEDIATED COMMUNICATION	3	This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.
BSCOM 340	ORGANIZATIONAL COMMUNICATION	3	In this course, students will apply key communication strategies that support effective organizational communication. Topics include change management, training and development, operational transformation, and performance improvement.

BSCOM 340T	ORGANIZATIONAL COMMUNICATION	3	In this course, students will apply key communication strategies that support effective organizational communication. Topics include change management, training and development, operational transformation, and performance improvement.
BSCOM 348	SMALL GROUP AND TEAM COMMUNICATION	3	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 350	JOURNALISM: WRITING FOR IMPACT	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.
BSCOM 350T	JOURNALISM: WRITING FOR IMPACT	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.

BSCOM 370	SOCIAL MEDIA COMMUNICATION	3	The emergence of social media has transformed how individuals, organizations, and entire industries communicate with one another. This course examines the evolution of social media technology and its influence on communication and behavior. Students will examine principles of visual communication, including the use of symbols and signs to communicate information.
BSCOM 370T	SOCIAL MEDIA COMMUNICATION	3	The emergence of social media has transformed how individuals, organizations, and entire industries communicate with one another. This course examines the evolution of social media technology and its influence on communication and behavior. Students will examine principles of visual communication, including the use of symbols and signs to communicate information.
BSCOM 380	CORPORATE COMMUNICATION AND PUBLIC RELATIONS	3	This course introduces strategies used to shape public opinion, including image and brand management. Foundational principles of corporate and public relations and communication ethics are covered.
BSCOM 380T	CORPORATE COMMUNICATION AND PUBLIC RELATIONS	3	This course introduces strategies used to shape public opinion, including image and brand management. Foundational principles of corporate and public relations and communication ethics are covered.

BSCOM 384	MARKETING COMMUNICATIONS	3	This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.
BSCOM 386	SALES COMMUNICATIONS	3	This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.
BSCOM 390	INTERCULTURAL COMMUNICATION	3	The purpose of this course is to assist students in understanding and applying the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.
BSCOM 400	TECHNICAL COMMUNICATION	3	In this course, students will research and organize complex information for instructional and technical purposes. Students will also explore various technologies and editing processes used to clarify the delivery and display of information.

BSCOM 410	MEDIA AND SOCIETY	3	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.
BSCOM 415	COMMUNICATION LAW	3	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 420	GLOBAL AND INTERCULTURAL COMMUNICATION	3	In a world rich in culture and diverse individual backgrounds, it is essential to understand principles of effective intercultural and global communication. In this course, students will examine the influence of society upon group behavior, cultural traditions, and communication practices, and will apply strategies to improve communication and competence across various intercultural environments and contexts.
BSCOM 435	CREATIVITY AND COMMUNICATION	3	Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of creative is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.

BSCOM 450	NEGOTIATION, MEDIATION, AND DIPLOMACY	3	Conflict and disagreements happen in every organization. This course examines conflict management and mediation strategies for a variety of situations that can be used to defuse tension and promote collaboration and compromise. Topics include communication law, negotiation, and diplomacy.
BSCOM 460	ETHICS AND COMMUNICATION	3	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.
BSCOM 465	COMMUNICATION IN MEDIATION AND CONFLICT RESOLUTION	3	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 470	MARKETING AND SALES MESSAGE MANAGEMENT	3	This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers, the development of marketing communications campaigns, the integration of the sales cycle and marketing communications, the use of a single voice to customers across all selling touch-points, and the ethical considerations associated with customer message management.

BSCOM 480	APPLIED COMMUNICATION CAPSTONE	3	In this capstone course, students will integrate and apply their learning from throughout the program. Students will construct a comprehensive and strategic communication plan and evaluate its impact on organizational performance.
BSCOM 485	CAPSTONE IN COMMUNICATION	3	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSHS 305	HISTORICAL DEVELOPMENT OF HUMAN SERVICES: AN INTRODUCTION	3	In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker's investment in the multidimensional field.
BSHS 325	HUMAN SYSTEMS AND DEVELOPMENT	3	Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change.

BSHS 335	ETHICS AND VALUES FOR HUMAN SERVICE PROFESSIONALS	3	In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information. (3 credits). Prerequisites: BSHS 305, 325; COMM/215 or equivalent; MTH/209 or equivalent.
BSHS 345	DIVERSITY AND SPECIAL POPULATIONS	3	The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general.
BSHS 355	DELIVERY OF HUMAN SERVICES: THEORY AND PRACTICE	3	This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally.
BSHS 375	INFORMATION SYSTEMS AND TECHNOLOGY IN HUMAN SERVICES	3	This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.

BSHS 385	INTERPERSONAL COMMUNICATION AND INTERVIEWING SKILLS	3	Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions.
BSHS 395	CLIENT ASSESSMENT AND PLANNING	3	This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals.
BSHS 405	INTERVENTION, DIRECT SERVICE DELIVERY & CASE MANAGEMENT	3	This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals.
BSHS 406	FAMILY AND SOCIAL SYSTEMS: CONTEMPORARY TRENDS AND ISSUES	3	Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.

BSHS 407	FAMILY VIOLENCE ACROSS THE LIFESPAN: A MULTI-STRATA PROBLEM	3	This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences, and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.
BSHS 408	CHILDHOOD ABUSE AND NEGLECT	3	This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution, and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.
BSHS 415	FIELD EXPERIENCE I	3	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting.
BSHS 415O	ORIENTATION TO FIELD EXPERIENCE	0	This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS/375. May not be taken as Directed Study.

BSHS 425	ADMINISTRATION & MANAGEMENT OF HUMAN SERVICE PROGRAMS	3	Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.
BSHS 426	HUMAN SERVICES MANAGEMENT: THEORY & PRACTICE	3	This course traces the historical context of human services management. Students will examine strategies for managing an integrated, multi-emotionally driven work force. Students will prepare to be generalists, understanding the scope of leading work forces under pressure. Students will employ learned management practices to distinguish, inspect, and measure the important attributes of program management and supervision. A focus on organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation, and effective communication with a range of paraprofessional and professional colleagues allows students to explore their role as managers in the growing human services field.
BSHS 427	CRITICAL THINKING SKILLS IN MANAGEMENT DECISION-MAKING	3	This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems, and lead environments will be explored. Concepts of strategic planning, organizing, and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.
BSHS 428	HUMAN SERVICES PROGRAM DESIGN AND PROPOSAL WRITING	3	This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

BSHS 435	RESEARCH AND STATISTICS IN HUMAN SERVICES	3	This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.
BSHS 437	SOCIAL SYSTEMS AND AGING	3	This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings, and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly- dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.
BSHS 438	CARE FOR AGING POPULATIONS	3	The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation. (3 credits) Prerequisite: BSHS/437.
BSHS 439	GRIEF, LOSS AND END OF LIFE ISSUES	3	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict. (3 credits) Prerequisite: BSHS/438.

BSHS 445	SURVEY OF CRISIS AND MENTAL HEALTH ISSUES AND INTERVENTIONS	3	In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk.
BSHS 455	WORKING WITH ADDICTIONS	3	This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation, and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction- and chemical-dependence-related issues.
BSHS 456	ADDICTION INTERVENTIONS FOR HUMAN SERVICE WORKERS	3	This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured inpatient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.
BSHS 457	CODEPENDENCE AND WORKING WITH FAMILIES	3	In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families. (3 credits). Prerequisite: BSHS/456

BSHS 458	ACTION PLANNING, RELAPSE PREVENTION AND AFTERCARE	3	This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues. (3 credits).
BSHS 465	PROFESSIONAL DEVELOPMENT AND IDENTITY	3	In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS).
BSHS 475	FIELD EXPERIENCE II	3	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority.
BSHS 485	CAPSTONE: ADVOCACY AND CREATING SOCIAL CHANGE	3	This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment.

BSHS 491	FIELD EXPERIENCE /PART III	3	This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes.
BSLS 101CA	ORIENTATION TO LIBERAL STUDIES IN EDUCATION	0	This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, Teacher Performance Assessments, and student teaching will be discussed.
BSS 395	CONTEMPORARY ISSUES AND FUTURES IN SECURITY	3	This course focuses on modern topics in the security discipline to include an examination of current issues and potential future issues in the security industry. Emphasis is placed on studies of theoretical and practical applications of security leadership principles, physical security, investigative techniques, cybersecurity, legal and ethical considerations, future security issues and the role of the Chief Security Officer. Students will apply critical thinking and analyses of these core concepts in the comprehensive study of public, private and non-profit sector organizations in order to garner an overall grounded understanding of contemporary issues and futures in the security discipline.
BSS 480	RISK MANAGEMENT PERCEPTION AND COMMUNICATION	3	In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regards to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.

BSS 481	COUNTERTERRORISM INTELLIGENCE AND ANALYSIS	3	This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counter terrorism; examine counter terrorism analysis methods and Global Security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology Issues in counter terrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.
BSS 482	SECURING CRITICAL INFRASTRUCTURE AND CYBERSPACE	3	This course explores the developments and changes in security operations to secure the critical infrastructure in public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post-9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.
BSS 483	WORLD VIEW OF HOMELAND SECURITY	3	Students in this course will develop new skills to aid in the protection, safety, and security of society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.
BUS 212	FOUNDATIONS OF BUSINESS	3	In this course, students will understand the foundations of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.

BUS 212T	FOUNDATIONS OF BUSINESS	3	In this course, students will understand the foundations of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.
BUS 475	INTEGRATED BUSINESS TOPICS	3	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student's previous coursework.
BUS 502	THE EXTERNAL FACTORS THAT IMPACT BUSINESS	3	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.
BUS 503	ACCOUNTING AND FINANCIAL DECISION MAKING	3	This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.

BUS 511	MANAGING THE BUSINESS ENVIRONMENT	3	This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.
BUS 515	SEMINAR IN BUSINESS TOPICS	3	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, information systems, accounting, finance, economics, management, leadership, and marketing.
BUS 700	INTRODUCTION TO BUSINESS ADMINISTRATION IN DOCTORAL STUDY	3	The course provides an introduction to business administration for doctoral students entering the Doctor of Business Administration or Doctor of Management programs who do not have prior academic experience in this area.
BUS 721	ISSUES IN OPTIMIZING OPERATIONS	3	This course evaluates research on how businesses adopt approaches to optimizing their operations and the conditions under which these lead to success. Topics include how an organization adopts best practices, the predictors for a successful quality management program, and the role of project management.

BUS 731	TRANSFORMING THE BUSINESS I	3	This course requires the student to integrate previous learning by identifying organizational problems and recommending alternative business models that will positively impact future organizational performance. The outcome of this course will be delivered in Transforming the Business II.
BUS 732	TRANSFORMING THE BUSINESS II	3	This course requires the student to integrate previous learning by identifying organizational problems and recommending alternative business models that will positively impact future organizational performance. The outcome of this course will be a continuation of Transforming the Business I.
BUS 733	TRANSFORMING THE BUSINESS	3	In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.
CAP GM591	CASES IN CROSS-BORDER MANAGEMENT	3	This content area capstone course applies management concepts related to global environment and corporate responsibility in a digital economy. Students learn to evaluate global managers environment, cultural context of global management, formulating and implementing strategies for international and global operations and global human resource management with focus on People, Profits and Planet. Case studies are utilized to assist in synthesizing concepts from prior global and business management course work.

CCMH 502	GRADUATE PORTFOLIO	0	Portfolio is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-week, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CCMH 504	INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFE SPAN	3	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate clinical situations and assess potential therapeutic interventions in context.
CCMH 506	PERSONALITY THEORIES AND COUNSELING MODELS	3	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population-specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 510	MULTI-CULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CCMH 510CA	MULTICULTURAL ISSUES IN MENTAL HEALTH COUNSELING	3	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 511	FUNDAMENTAL COUNSELING SKILLS	3	This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.
CCMH 515	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 515CA	LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING	3	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

CCMH 520	BIOLOGICAL BASIS OF BEHAVIOR/PHYSIOLOGICAL ISSUES	3	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro-anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 521	PSYCHOPHARMACOLOGY/BIOLOGICAL BASIS OF BEHAVIOR	3	The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.
CCMH 522	PSYCHOPHARMACOLOGY	3	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
CCMH 525	RESEARCH METHODS FOR MENTAL HEALTH COUNSELORS	3	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.

CCMH 535	PSYCHOMETRICS	3	The focus of this course is on tests used in counseling and test reports, with an emphasis on learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed, and the following components are discussed: psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results.
CCMH 540	CAREER AND VOCATIONAL COUNSELING	3	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	INTRODUCTION TO CLINICAL ASSESSMENT	3	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CCMH 547	BASIC CLINICAL ASSESSMENT AND PSYCHOMETRICS	3	This course introduces students to models and tools of clinical assessment and diagnosis techniques, including tests and test reports used in counseling and behavioral analysis. Students use the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to practice writing clear, accurate, and useful intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.

CCMH 548	PSYCHOPATHOLOGY: ADVANCED CLINICAL ASSESSMENT	3	Students build on the skills gained in previous courses, focusing on the more complex or problematic disorders. Students enhance their skills by using the Diagnostic and Statistical Manual of Mental Disorders® for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical-thinking skills; and on multicultural, legal, and ethical issues.
CCMH 551	INDIVIDUAL COUNSELING	3	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 558	CRISIS INTERVENTION AND TRAUMA	3	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
CCMH 561	DEPENDENCY AND ADDICTIONS	3	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.

CCMH 565	FAMILY, COUPLE, AND CHILD COUNSELING	3	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.
CCMH 568	GROUP COUNSELING	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
CCMH 578	SEMINAR CLINICAL MENTAL HEALTH	3	This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice, and reviews the trends in both the knowledge and skills necessary to practice clinical mental health counseling. Additionally, this course explores current national and local issues relevant to the practice of mental health counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context. Issues surrounding the need for ongoing professional identity development, including membership in professional organizations, are examined as a strategy for counselor involvement in advocacy processes. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models for diverse needs and settings, including crisis and trauma, are investigated in-depth.
CCMH 581	SUPERVISION/MANAGEMENT IN CLINICAL MENTAL HEALTH COUNSELING	3	This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CCMH 592	PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
CCMH 592O	ORIENT TO PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING	0	This course is an orientation to the practicum and internship.
CCMH 597A	INTERNSHIP A	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCMH 597B	INTERNSHIP B	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

CCMH 597C	INTERNSHIP C	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CEM 535	MANAGING THE EXPERIENCE WITHIN THE HEALTH CARE ENVIRONMENT	3	This course prepares students with the tools to design strategies within an organizational setting that meet the needs of the health care customer to improve outcomes and financial performance. Students will draw insights from customer analysis and health care consumer trends and preferences to formulate customer-driven strategies that increase customer satisfaction, improves loyalty, and produces positive results. Additional emphasis will be placed on new technologies, the social customer, and social media management and marketing.
CHL 610	COMMUNITY HEALTH ASSESSMENT	3	This course examines the concepts, methods and practices for assessing the health of a community. Topics include assessment of resources, data, gaps, and strengths; developing community health profiles; identifying determinants of health; and the utilization of community health assessment in prioritizing recommendations and developing public health interventions.
CHL 620	COMMUNITY HEALTH ENGAGEMENT AND ORGANIZING	3	This course examines key principles of community health promotion and community based participatory research principles. Key elements of community organizing for improved health outcomes including establishing community collaborations and partnerships, engagement, coalition building, community assessment, and dissemination of efforts. Principles of community engagement are examined in relation to community health.

CHL 630	PLANNING AND IMPLEMENTING COMMUNITY HEALTH INITIATIVES	3	In this course, learners create theory-based and evidence-informed community health initiatives. The course will examine use of logic models, intervention activities, budget development, organizational structure, and stakeholder engagement. Course concepts are applied to community health settings and scenarios and students gain opportunity to plan and implement health programs and initiatives.
CHL 640	EVALUATING COMMUNITY HEALTH INITIATIVES	3	This course provides learners with an opportunity to plan, implement, and utilize evaluation methods within community health settings. Basic principles and practices of evaluation are addressed, including identifying the goals of a community health initiative; designing and implementing an evaluation plan; using evaluation results to improve processes, programs, policies, and outcomes; and sharing results with stakeholder groups.
CHM 110	INTRODUCTORY CHEMISTRY	3	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 150	GENERAL CHEMISTRY I	4	This course provides students with in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students may apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.

CHM 151	GENERAL CHEMISTRY II	4	This course continues the examination of principles and applications of chemistry that was begun in CHM/150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation & reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs.
CIS 207T	INFORMATION SYSTEMS FUNDAMENTALS	3	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, data management, networking, and the Internet.
CIS 291	PC AND DEVICE FUNDAMENTALS	3	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293 are aligned with the requirements of the CompTIA A+ 220-1001 exam.
CIS 293	NETWORK TROUBLESHOOTING AND SUPPORT	3	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293 provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291, are aligned with the requirements of the CompTIA A+ 220-1001 exam.

CIS 295	INTRODUCTION TO PC AND MOBILE OPERATING SYSTEMS	3	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297 align with the requirements of the CompTIA A+ 220-1002 exam.
CIS 297	COMPUTER SECURITY AND OPERATIONAL SUPPORT FUNDAMENTALS	3	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295 align with the requirements of the CompTIA A+ 220-1002 exam.
CIS 298	HEALTHCARE IT	3	This course is an introduction to the technical knowledge and IT skills applied to healthcare business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in healthcare.
CIS 532	INFORMATION SYSTEMS LEADERSHIP	3	The Information Systems Leadership course provides an opportunity for students to explore the role of senior level Information systems executives, these titles range from IT director, VP of technology, and CIO as well as functional titles. Their duties often encompass responsibility for the overall direction for technology through strategic planning and evaluation. This course addresses numerous skills that can help Information Systems leaders excel within their unique roles in the organization.

CIS 568	INFORMATION SYSTEMS CONCEPTS	3	This course introduces the role of computer information systems in today's business environment. An overview is presented of the infrastructure, data, network, software, and hardware that make up computer information systems, the systems development process, and state-of-the-business topics of which management personnel should be aware.
CIT 245	LOCAL AREA NETWORKING FUNDAMENTALS	3	This course addresses the fundamentals of local area network (LAN) and provides the basic networking components and their functions. The OSI model is introduced and the TCP/IP protocol stack and its layers are examined. Students learn how to install, operate, configure, and verify a basic IPv4 network, including implementing IPv4 addressing, configuring a LAN switch, and troubleshooting common LAN switch issues.
CIT 249	WIDE AREA NETWORK ENVIRONMENT	3	This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Students learn routing and switching operations, including implementing VLANs and trunking, implementing and troubleshooting single-area Open Shortest Path First (OSPF) routing protocol and introduce IPv6 main features, addresses, and basic configuration. Advanced IP services are described, such as applying and troubleshooting Access Control Lists (ACLs), and managing IP address space using Network Address Translation (NAT), and Port Address Translation (PAT).
CIT 274	ROUTING AND SWITCHING IMPLEMENTATIONS	3	This course describes implementing scalable, medium-sized switched and routed networks. Students learn to build and improve redundant networks using Spanning Tree Protocol (STP) and EtherChannel, implement and troubleshoot EIGRP and multi-area OSPF routing protocols, and troubleshoot IPv6 network connectivity issues.

CIT 276	ROUTING AND SWITCHING MANAGEMENT	3	This course provides the knowledge and skills necessary for routing and switching management. Topics include extending Local Area Network (LAN) into a Wide Area Network (WAN), Virtual Private Network (VPN) solutions, and frame relay connectivity. Students learn network device, IOS file, and licensing management.
CIT 277	WEBSITE DEVELOPMENT FOUNDATIONS	3	This course introduces essential website development skills. Students will write code manually, as well as be introduced to graphical user interface (GUI) authoring tools. Topics include Hypertext Markup Language 5 (HTML5) code validation, web forms, tables and frames, Internet marketing, search engine optimization (SEO), and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.
CIT 278	INTERNET BUSINESS CONCEPTS	3	This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.
CIT 279	NETWORK TECHNOLOGY FOUNDATIONS	3	This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the Open Systems Interconnection (OSI) reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.

CJA 304	INTERPERSONAL COMMUNICATIONS	3	This course prepares the student to communicate effectively in both written and verbal forms. The course covers best practices in investigative reporting, written reports and memos, and interpersonal verbal communication within criminal justice settings, including interactions with victims, suspects, incarcerated persons, government officials, staff, and civilians.
CJA 305	CRIMINAL LAW	3	This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.
CJA 314	CRIMINOLOGY	3	Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 315	CRIMINAL PROCEDURE	3	This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth, and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, and pretrial and trial processes. In addition, the United States Constitution, as interpreted by the U.S. Supreme Court, is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 316	SURVEY OF CRIMINAL JUSTICE	3	This course provides an overview of the key components, theoretical foundations and processes involved in the administration of criminal justice. The course examines the application of historical and philosophical considerations between the components of the criminal justice system.
CJA 324	ETHICS IN CRIMINAL JUSTICE	3	This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil liability in law enforcement and correctional environments.
CJA 325	CRIMINAL ORGANIZATIONS	3	This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 326	ETHICS IN CRIMINAL JUSTICE	3	This course explores the ethical standards and codes of professional responsibility in criminal justice professions. It also provides a foundational perspective for ethics in relationship to professional organizations and agencies. Students will examine the interrelated nature of ethics, morality, legal responsibility, and social issues in criminal justice settings.

CJA 335	RESEARCH STATISTICS	3	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 336	DIVERSITY IN CRIMINAL JUSTICE	3	This course offers an inclusive, critical, and balanced examination of the American criminal justice system with respect to major aspects of multiculturalism and societal diversity. Students will examine policies, procedures, and issues of diversity prevalent in criminal justice administration.
CJA 344	CULTURAL DIVERSITY ISSUES IN CRIMINAL JUSTICE	3	This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.
CJA 345	RESEARCH METHODS AND EVALUATION	3	Students learn and demonstrate knowledge of research methodology including problem formulation, design, data collection and analysis, interpreting and summarizing research findings while exploring the range and scope of research and evaluation tools available to the criminal justice professional. Students also analyze and critique criminal justice program and service evaluations published by criminal justice research professionals.

CJA 346	THEORIES OF CRIMINOLOGY AND VICTIMOLOGY	3	This course examines fundamental theories on the causes of criminal behavior, determinations on the extent of criminality in society, associated policy implications and the application of criminological theories in the criminal justice system. This course also explores traditional victimology, special victims and responses to victimization including civil and criminal processes and the correlation of victimology and criminology.
CJA 355	GRANT WRITING	3	This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.
CJA 356	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations. Organizational behavior management challenges individuals to understand organizational structure and systems, leadership, effective communication, and change management in our rapidly changing society.
CJA 365	BUDGET, FINANCE, AND PLANNING	3	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.

CJA 374	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 375	INTERAGENCY COMMUNICATION	3	This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Emergency management principles, inter-organizational communication, and potential collaboration models are explored.
CJA 376	INTERAGENCY COMMUNICATION	3	This course explores the relationships across all levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter-organizational communication, and potential collaboration models are explored.
CJA 385	CRIMINAL JUSTICE POLICY ANALYSIS & PROGRAM EVALUATION	3	Students learn and demonstrate knowledge of models and operational strategies used to develop and evaluate criminal justice policies and programs including issue identification, development of alternative solutions and strategies, and predicting the potential impact of justice system policy alternatives and programs. Students also analyze and critique criminal justice policy and program evaluations published by criminal justice research professionals.

CJA 386	RESEARCH STATISTICS	3	This course examines introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis. Students will demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze the use of statistics in research published by criminal justice researchers.
CJA 395	CURRENT ISSUES/FUTURES IN CRIMINAL JUSTICE MANAGEMENT	3	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 416	BUDGET, FINANCE, AND PLANNING	3	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 426	GRANT WRITING AND FUNDING	3	This course explores the essential foundations and strategies that criminal justice agencies and associated programs utilize in their pursuit of federal, state, and private grant solicitations. Students will identify funding sources, budgetary approaches and best practices in the development of successful grant proposals.

CJA 436	MENTAL HEALTH SERVICES AND CRISIS INTERVENTION	3	This course explores the concepts designed to promote solutions that assist criminal justice professionals when dealing with individuals affected by mental health issues. Students will evaluate the concepts and administration of crisis intervention and mental health services, and their practical applications in the field. Students will create strategies for providing services to varied populations in the criminal justice system.
CJA 444	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations—court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.
CJA 446	CRIMINAL JUSTICE POLICY ANALYSIS AND PROGRAM EVALUATION	3	This course explores strategies and alternative solutions used to develop, implement, and evaluate criminal justice policies and programs. Students analyze the operations of criminal justice programs against established standards in order to determine program improvement.
CJA 454	CRIMINAL JUSTICE MANAGEMENT THEORY AND PRACTICE	3	This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles, and assessing the effectiveness of the activities of criminal justice organizations. Students will discuss constitutional requirements, court decisions, and legislation as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology and purposes and formats of financial statements are introduced.

CJA 456	CONTEMPORARY ISSUES AND FUTURE IN CRIMINAL JUSTICE	3	This course will examine the impact of current and future advancements that interface with the criminal justice system. Discussions will focus upon established research and predictive techniques in policing, courts, and corrections. Students will gain the requisite knowledge to advance the profession as positive change-agents, through the extrapolation of future themes within the ever-evolving criminal justice field.
CJA 474	MANAGING CRIMINAL JUSTICE PERSONNEL	3	This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems with, procedures for, and solutions to common personnel issues will be explored.
CJA 475	FORECASTING AND STRATEGIC PLANNING	3	This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.
CJA 476	CRIMINAL JUSTICE PROBLEM-SOLVING METHODS	3	This course examines problem-solving approaches to criminal justice issues through root cause analyses, application of problem-solving methodologies, and assessment of the effectiveness of the criminal justice responses to contemporary issues.

CJA 484	CRIMINAL JUSTICE ADMINISTRATION CAPSTONE	3	This capstone course is designed for students to integrate their acquired knowledge of theory into practical applications. Students focus on integrating core content of criminal justice administration with specialized content from the criminal justice management concentration area. Students assess the impact of their educational experiences on their professional competence and values, critical thinking, problem solving, communication, information use, and collaboration skills necessary for the modern criminal justice manager.
CJA 486	ADMINISTRATION CAPSTONE	3	This capstone course is designed for students to integrate their acquired knowledge of theory into practical applications. Students will demonstrate ethical decision-making, research, public policy and administration as it applies to communities and the criminal justice field.
CJHS 395	ISSUES AND FUTURES IN HUMAN SERVICES IN CRIMINAL JUSTICE	3	This course examines both the principle issues in providing human services within contemporary criminal justice as well as the extrapolation of such issues toward possible futures of human services within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected from human services and human service workers in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, and national levels of human services in criminal justice administration.
CJHS 400	THEORY AND PRACTICE: HUMAN SERVICES IN CRIMINAL JUSTICE	3	Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.

CJHS 410	MENTAL HEALTH AND CRISIS INTERVENTIONS IN CRIMINAL JUSTICE	3	Students will learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.
CJHS 420	CASE MANAGEMENT AND SERVICES PROVIDED IN CRIMINAL JUSTICE	3	This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.
CJHS 430	COLLABORATIVE SERVICES IN CRIMINAL JUSTICE	3	This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of human service workers in the areas of mediator, advocate, facilitator, evaluator, provider and agency representatives. Overcoming barriers to effective service delivery through the use of collaboration is also considered.
CJS 201	INTRODUCTION TO CRIMINAL JUSTICE	3	This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology, and constitutional limitations of the system will be covered.

CJS 205	COMPOSITION FOR COMMUNICATION IN THE CRIMINAL JUSTICE SYSTEM	3	This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.
CJS 211	ETHICS IN CRIMINAL JUSTICE	3	This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.
CJS 215	INTRODUCTION TO FORENSICS	3	This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.
CJS 221	CULTURAL DIVERSITY IN CRIMINAL JUSTICE	3	This course offers a comprehensive, critical, and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts, and corrections environments.

CJS 225	CRITICAL THINKING IN CRIMINAL JUSTICE	3	This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.
CJS 231	CRIMINOLOGY	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CJS 235	VICTIMOLOGY	3	This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.
CJS 241	INTRODUCTION TO POLICE THEORY AND PRACTICES	3	This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.

CJS 245	JUVENILE JUSTICE SYSTEMS AND PROCESSES	3	This course is a general introduction to the field of juvenile justice, including an overview of the juvenile justice system and the differences between dependency and delinquency. Students address current problems facing juveniles, and compare adult and juvenile justice systems. Special attention is given to the problems inherent in the police handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.
CJS 251	INTRODUCTION TO CRIMINAL COURT SYSTEMS	3	This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the court system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.
CJS 255	INTRODUCTION TO CORRECTIONS	3	This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.
CMGT 245	IS SECURITY CONCEPTS	3	This course introduces general concepts of information systems security. Content includes governmental views, positions, and risk assessment and management. Coursework explores other concepts, including contingency and business resumption planning, backup schemes, and implementation strategies, as well as various types of invasive actions and prevention measures.

CMGT 400	INTRO TO INFORMATION ASSURANCE & SECURITY	3	This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
CMGT 410	PROJECT PLANNING AND IMPLEMENTATION	3	This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.
CMGT 413	APPLICATION ACQUISITION AND SOURCING	3	This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and insourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.
CMGT 420	INTEGRATED PROJECT MANAGEMENT	3	This course prepares students for the Project Management Institute (PMI®) CAPM® certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.

CMGT 430	ENTERPRISE SECURITY	3	This course covers the managerial and technical considerations related to access controls, authentication, external attacks, and other risk areas facing an enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well as the concepts for protecting the hardware and software assets of an enterprise.
CMGT 431	INFORMATION SYSTEMS SECURITY	3	This course introduces students to the concept of information systems security within the framework of a major security certification - the Certified Information Systems Security Professional (CISSP) certification. It provides an overview of the new eight domains of the CISSP certification and prepares students for more detailed work in the subsequent program courses. The domains include: Security and Risk Management, focusing on Security, Risk, Compliance, Law, Regulations, and Business Continuity; Asset Security, focusing on Protecting the Security of Assets; Security Engineering, focusing on Engineering and Management of Security; Communication and Network Security, focusing on Designing and Protecting Network Security; Identity and Access Management, focusing on Controlling Access and Managing Identity; Security Assessment and Testing, focusing on Designing, Performing, and Analyzing Security Testing; Security Operations, focusing on Foundational Concepts, Investigations, Incident Management, and Disaster Recovery; and Software Development Security, focusing on Understanding, Applying, and Enforcing Software Security.
CMGT 433	CYBER SECURITY	3	This course explores the evolution from information security to cyber security, policy and cyber security development, and the relationships between business and public- or private-sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and Internet security as they apply to both business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability or mitigation process as well as the need for development of an organization-wide cyber security policy.
CMGT 442	INFORMATION SYSTEMS RISK MANAGEMENT	3	This course reinforces student's knowledge of the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas presented. Organizational policies, project management, and procurement considerations will also be analyzed and applied to development, implementation, and use of computer-based information systems.

CMGT 445	APPLICATION IMPLEMENTATION	3	This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s), and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.
CMGT 545	INFLUENCE AND LEADERSHIP IN TECH	3	This course discusses how to effectively communicate with organizational C-suite leaders and lead as a strategic partner, as IT continues to move from a department supporting or serving the business to leading change and innovation. Leadership skills includes managing project scope, cost, quality and stakeholders. Students learn the importance of soft skills such as influence, idea sharing and generating, managing conflict, and leading change.
CMGT 554	IT INFRASTRUCTURE	3	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the Internet, server and storage architectures, and regulatory considerations.
CMGT 555	SYSTEMS ANALYSIS AND DEVELOPMENT	3	This course provides a background in analysis and design techniques for business system and application development. This course covers Software Development Life Cycle (SDLC) with emphasis on waterfall and agile methodologies.

CMGT 556	ENTERPRISE MODELS	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
CMGT 557	EMERGING TECHNOLOGIES & ISSUES	3	The course examines emerging technology, the related issues and their potential impact on an organization. This examination provides an understanding of both the technical and managerial issues, including the strategic implications associated with emerging technologies.
CMGT 558	STRATEGIC MANAGEMENT OF TECHNOLOGY AND INNOVATION	3	This course covers the subject of technological innovation management as a strategic process from assessing competitive dynamics, strategy formulation, to strategy implementation with an eye toward new product development. Students are given opportunities to use critical and design thinking to solution real-world challenges such as skill shortages, technical debt, and DevOps.
CMGT 559	MANAGING RISK AND SECURITY VS OPPORTUNITY	3	This course explores the role of security and risk management in the overall business strategy as it relates to the opportunities involved in implementing emerging technologies across industries. Topics include identifying risks and vulnerabilities, developing a plan or solutions to mitigate the risks, and integrating these solutions in the business.

CMGT 575	CIS PROJECT MANAGEMENT	3	This course addresses the processes and skills needed for successful project management in the computer information systems and technology environment of business. Topics include project scoping, estimating, scheduling, budgeting, tracking, and controlling.
CMGT 578	CIS STRATEGIC PLANNING	3	This course provides the knowledge and skills to develop effective short, intermediate, and long-range strategic information systems plans. Course topics include the need for and contents of a corporate strategic plan; the relationship of information systems planning to overall organizational goals; assessment of the organization's current state; determination of information technology (IT), project, and management requirements; and the means of prioritizing and selecting systems projects.
CMGT 582	SECURITY & ETHICS	3	The ethical issues examined in the course include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations, and compliance requirements are examined in this course, as well as the considerations for creating a safe digital environment within the organization.
CMGT 583	IS INTEGRATION	3	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture

CMHC 551	HUMAN SEXUALITY AND SEX THERAPY	3	The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations.
CNSL 500	ORIENTATION TO THE COUNSELING PROFESSION	0	CNSL/500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.
CNSL 502	GRADUATE PORTFOLIO I	0	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CNSL 503R	RESIDENCY I	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency is the last requirement for formal admission into the counseling program and provides an opportunity for students to observe, practice, and demonstrate competency in fundamental counseling skills. Topics in this course include counselor self-efficacy; oral and written communication skills; and basic interviewing skills. In addition to fundamental skills, students are evaluated on professional dispositions and their readiness to matriculate in the program.

CNSL 513R	RESIDENCY II	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency provides an opportunity for students to observe, practice, and demonstrate competency in intermediate counseling skills. Topics include professional and personal development; oral communication skills; application of theory to practice; and sensitivity to diversity issues. Students will demonstrate intake, assessment, provisional diagnoses, and treatment planning abilities. The capstone of the residency is staffing a clinical case and role play. In addition to intermediate skills, students are evaluated on professional dispositions and their readiness to progress in the program.
CNSL 523R	RESIDENCY III	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. Students practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. This residency is also used to determine the student's readiness for work with diverse populations during clinical placement in practicum and internship courses. Specific topics include professional orientation, professional identity, personal growth, and self-care.
CNSL 556	PORTFOLIO II	0	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.
COM 295	BUSINESS COMMUNICATIONS	3	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the effect of technology, such as social media, on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

COM 295T	BUSINESS COMMUNICATIONS	3	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.
COM 340	MASS COMMUNICATION	3	This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.
COM 516	PROFESSIONAL COMMUNICATIONS	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
COM 520	ORGANIZATIONAL COMMUNICATION FOR ADULT EDUCATION & TRAINING	3	In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and technology tools for collaborative learning.

COM 537	ORGANIZATIONAL COMMUNICATIONS	3	This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.
COM 539	COMMUNICATIONS: SELLING AND CUSTOMER ENGAGEMENT	3	This course will introduce students to the fundamentals of the sales management process. Students will leverage their negotiation and persuasive communication skills in the development of a sales plan. Specific topics include an understanding of strategies for prospecting ethically based long-term relationship selling, proactive customer-focused selling techniques, and adaptive selling and active listening practices.
COM 600	COMMUNICATION SKILLS FOR GRADUATE STUDY	3	This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.
COM 705	COMMUNICATION STRATEGIES	1	This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.

COM PA523	COMMUNICATIONS FOR PUBLIC ADMINISTRATORS	3	This course prepares students to communicate with multiple stakeholders, elected officials and the public in the political environment. Students will apply communication concepts to create messages that are sensitive to the opinions and positions of disparate groups. Other topics, at the state and local level, include uniqueness of public sector communications, public involvement, and internal & external communications.
COMM 110	INTRODUCTION TO ORAL COMMUNICATION	3	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.
COMM 315	DIVERSITY ISSUES IN COMMUNICATION	3	This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.
COMM 400	MANAGEMENT COMMUNICATION SKILLS	3	This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.

COMPROGLAB	COMPUTER PROGRAMMING LAB	0	This is a workshop for the new BSIT program Computer Programming Labs.
CPMGT 300	PROJECT MANAGEMENT	3	This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft®Project software.
CPMGT 301	STRATEGIC PORTFOLIO AND PROJECT MANAGEMENT	3	This course introduces students to the planning phase of project management. Students will discover the connection between strategic portfolio management and project management. Other topics include project-based versus non-project-based organizations, activity planning and sequencing, human resource planning, communications planning, and project management planning.
CPMGT 302	PROCUREMENT AND RISK MANAGEMENT	3	This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303	PROJECT ESTIMATING AND CONTROL TECHNIQUES	3	To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.
CPMGT 304	LEADING PROJECTS IN ORGANIZATIONS	3	This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.
CPMGT 305	PROJECT MANAGEMENT CAPSTONE	3	This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management knowledge learned throughout the Project Management Certificate. Students will develop and deliver a project plan and presentation of that plan to the executive board in a role-play environment. Universal project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.
CPMGT 310	PROJECT MANAGEMENT METHODOLOGIES	3	This course examines the various project management methodologies used to successfully manage projects within an organization. Students will discover effective and efficient practices of applied project management techniques to include waterfall, PRINCE2®, agile, six sigma, and Kanban methods. Students will also examine the influence of project type on the methodology used to effectively manage the project.

CPMGT 311	AGILE PROJECT MANAGEMENT WITH SCRUM METHODOLOGY	3	This course provides students with an understanding of agile management as it relates to the agile project manager utilizing scrum methodology. Students will apply the scrum development framework to deliver rapidly improved outcomes within an organization. Scrum practices will be discussed in detail, including self-organizing teams, Scrum roles, sprint planning, tracking, and tools for defining and measuring progress.
CPMGT 312	PROGRAM MANAGEMENT	3	This course provides students with an overview of program management techniques to effectively manage the complexity of a collection of projects. Students will develop the skills to logically dissect a complex deliverable into individual parts, apply best practices to develop logical plans for program components, and understand how to manage dependencies and organize program staff into a high-performing program team.
CPSS 210	INTRODUCTION TO CRIMINAL JUSTICE	3	This course is an introductory overview that provides students with the opportunity to gain an understanding of the criminal justice system in the United States. The course surveys the foundations of the criminal justice system including individual and organizational roles and the issues encountered on a daily basis.
CPSS 215	SURVEY OF CORRECTIONS IN THE UNITED STATES	3	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies and organizations who manage and support convicted offenders. Other topics include policies and procedures, sentencing, community supervision, and rehabilitation of offenders.

CPSS 225	SURVEY OF CORRECTIONAL PROGRAM CAREER OPPORTUNITIES	3	This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.
CPSS 235	WORKING WITH THE JUVENILE JUSTICE SYSTEM	3	This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.
CPSS 240	FOUNDATIONS OF CRIMINAL BEHAVIOR	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CPSS 300	WORKING WITH THE CORRECTIONAL POPULATION	3	This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.

CPSS 315	SOCIAL PSYCHOLOGY	3	This course provides a unified view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and power and exchange in social life. Human thoughts, feelings, and actions as influenced by other people are explored.
CPSS 330	ESSENTIALS OF COMMUNICATION IN CORRECTIONS	3	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.
CPSS 370	INTAKE, ASSESSMENT, AND CLASSIFICATION	3	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.
CPSS 385	CASE PLANNING AND CASE MANAGEMENT	3	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.

CPSS 395	PROGRAM FACILITATION SKILLS	3	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	INSTITUTIONAL AND COMMUNITY-BASED PROGRAMS	3	This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.
CPSS 405	WORKING WITH SEX OFFENDERS	3	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.
CPSS 410	OVERVIEW OF MENTAL HEALTH IN CRIMINAL JUSTICE	3	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.

CPSS 411	MENTAL HEALTH ISSUES IN THE FORENSIC SETTING	3	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	ORGANIC- AND PHYSIOLOGICALLY-BASED DISORDERS	3	This course introduces students to the diagnostic criteria for organic and physiologically based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 413	CHARACTER- AND PERSONALITY-BASED DISORDERS	3	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 415	WORKING WITH JUVENILE OFFENDERS	3	This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.

CPSS 416	OVERVIEW OF ADOLESCENT DEVELOPMENT	3	This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.
CPSS 417	THE ROLE AND INFLUENCE OF THE FAMILY	3	This course allows students to examine the complex correlation between of family dynamics and juvenile delinquency. Students explore topics related to prevention, development, and rehabilitation.
CPSS 418	PREVENTION AND TREATMENT INTERVENTIONS	3	This course will introduce students to basic prevention and treatment models. Students will survey a variety of interventions and strategies for addressing delinquent behavior.
CPSS 420	ISSUES OF SUBSTANCE ABUSE AND ADDICTION	3	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.

CPSS 421	ETIOLOGY AND PHYSIOLOGY OF ADDICTIONS DISORDERS	3	This course examines the development of addiction disorders and the factors that influence substance abuse. Students will explore the prevalence of co-occurring disorders and addictions in vulnerable populations.
CPSS 422	ALCOHOL- AND DRUG-RELATED ADDICTIONS DISORDERS	3	This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.
CPSS 423	PREVENTION, SELF-HELP, AND TREATMENT MODELS	3	This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.
CPSS 430	MAINTAINING BOUNDARIES AND SELF-CARE	3	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.

CSC 390	CULTURE AND COMMUNICATION	3	Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.
CSC 391	GEOGRAPHY, CULTURE AND COMMUNICATION	3	This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.
CSC 392	ETHNIC AND CULTURAL DIVERSITY	3	Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.
CSC 477	RACE AND CLASS IN THE MEDIA	3	Through filmic analysis, cultural history, and media theory, students will explore the ways in which media in the United States participate in and challenge prevailing ideologies toward race, class and difference. Students will examine how various ethnic groups, including Native Americans, Asian Americans, African Americans, Latinos/as, and Whites are presented and what those images mean for audiences.

CSS 422	SOFTWARE ARCHITECTURE	3	This course focuses on the role of software architecture in modern business system development. Topics covered in this course include the understanding of software architecture as a set of design decisions to meet functional requirements and quality attributes, design patterns, modeling tools and techniques, and software architecture in some new technology trends.
CSS 562	PROGRAMMING CONCEPTS	3	This course introduces object-oriented programming (OOP) in the context of business applications development. This course blends the need to understand the discipline of developing a modern, Graphical User Interface (GUI) based object-oriented program using the Java™ programming language, and the issues and topics with leading and managing programming projects in a team setting.
CTEC 510	Overview of Career and Technical Education	3	This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 511	Career and Technical Education Curriculum and Instruction	3	This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.

CTEL 501	LANGUAGE AND LANGUAGE DEVELOPMENT	4	This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes, and stages of language acquisition will also be covered.
CTEL 502	ASSESSMENT AND INSTRUCTION	4	This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards-based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE), as well as resources, approaches and methods, listening and speaking, and reading and writing.
CTEL 503	CULTURE AND INCLUSION	4	This course addresses culture and inclusion. Participants examine cultural concepts and perspectives, cultural diversity, cross-cultural interaction, and culturally-inclusive instruction. Cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning is also explored.
CUR 505	SOCIAL AND GLOBAL PERSPECTIVES OF TEACHER LEADERSHIP	3	Students in this course have the opportunity to analyze the field of education from a social and global perspective. Students investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.

CUR 506	THEORIES AND BEST PRACTICES OF CURRICULUM AND INSTRUCTION	3	This course focuses on applying curricular theory to best practices in the 21st century classroom. Learners explore current research in curriculum and instruction. In addition, learners analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.
CUR 515	CRITICAL THINKING AND INNOVATIVE SKILLS	3	Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
CUR 516	CURRICULUM THEORY AND INSTRUCTIONAL DESIGN	4	In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.
CUR 518	MULTICULTURAL STRATEGIES FOR THE ADULT LEARNER	3	In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.

CUR 520	ADVOCATING FOR LEARNING	3	Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.
CUR 525	ETHICAL ISSUES IN EDUCATION	3	This course examines the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision making. Students will explore ethical, social, and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.
CUR 528	ASSESSMENT OF LEARNING	3	Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and analyzing assessments to improve instruction and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.
CUR 530	ASSESSMENT AND EVALUATION MODELS	3	In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school-wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.

CUR 532	FACILITATING ONLINE LEARNING	3	Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools; mobile learning technologies; and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies..
CUR 535	RESEARCH FOR IMPROVED PRACTICE	4	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to select instructional practices that lead to gains in student achievement that promote lifelong learning.
CUR 540	METHODS OF COACHING IN THE INSTRUCTIONAL SETTING	3	This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. This course will examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Candidates will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.
CUR 545	USING TECHNOLOGY FOR TEACHING AND LEARNING	3	Students evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st-century classroom. Students will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, students will determine how they will advocate and be change agents for technology integration within their districts, schools, classrooms, and the community.

CUR 550	ENGAGING IN COMMUNITIES OF PRACTICE	3	Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.
CUR 555	PROFESSIONAL LEARNING FOR CONTINUOUS IMPROVEMENT	3	Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high-quality staff development and learning networks.
CUR 711	DEVELOPMENTAL AND LEARNING THEORIES	3	Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.
CUR 712	CURRICULUM THEORY	3	This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.

CUR 713	CURRICULUM, DEVELOPMENTAL, AND LEARNING THEORIES	3	This course provides an overview of foundational and contemporary learning theories and the principles of brain-based learning and cognitive information processing. Students will examine how learning theory contributes to the intellectual development of learners and the impact it has on the educational process and curriculum design. With these concepts as a foundation, students will analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.
CUR 721	CURRICULUM DESIGN	3	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722	INSTRUCTIONAL MODELS	3	This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs, and staff development are of special focus.
CUR 723	ASSESSMENT OF STUDENT LEARNING	3	This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.

CUR 731	SUPERVISION OF CURRICULUM AND INSTRUCTION	3	This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.
CUR 732	PROGRAM EVALUATION	3	In this course, students explore program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
CYB 100	Cyber Domain	3	This course defines the Cyber Domain that encompasses Cybersecurity as the discipline of securing computer information and communications systems, networks, infrastructures and assets, and protecting them against damage, unauthorized use, modification or exploitation. The Cyber Domain must be managed ethically, politically and physically in a similar collaborative fashion to the space, maritime and physical domains of states and nations globally.
CYB 110	Foundations of Security	3	This course provides comprehensive Cybersecurity awareness and a fundamental understanding of various computer and network security threats such as: Identity Theft, Fraud, Online Scams, Virus and Backdoors, Hacking, Social Engineering Attacks and more.

CYB 120	Computer Network Defense Part 1	3	This course provides network training on Computer Network Defense fundamentals; security threats, vulnerabilities, and attacks; controls, protocols and devices; and security policy design and implementation.
CYB 130	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYB 130T	OBJECT-ORIENTED SCRIPTING LANGUAGE	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYB 135	OBJECT-ORIENTED SECURITY SCRIPTING	3	Students reinforce foundational skills and learn new topics such as modules, files, inheritance, recursion, plotting, and searching and sorting algorithms. Students apply programming skills and knowledge to basic forensic investigation, port scanning, and network analysis, needed in cybersecurity.

CYB 140	Computer Network Defense Part 2	3	This course provides network training on Computer Network Defense. Introduced topics include physical and host security; firewall configuration and management; Intrusion Detection Systems (IDS) and Virtual Private Network (VPN) configuration and management.
CYB 150	Computer Network Defense Part 3	3	This course provides network training on Computer Network Defense. Introduced topics include wireless defense; traffic monitoring and analysis; network risk and vulnerability management; data backup and recovery; and incident response and management.
CYB 160	Governance and Privacy	3	This course is an historical overview of the continually evolving development of global internet governance and policy that was intended to be open, inclusive, collaborative and transparent rather than being mandated by governmental or intergovernmental agreement. User privacy and the confidentiality of data are additional topics that impact governance and are covered in this course.
CYB 205	Infrastructure Administration	3	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.

CYB 207	Risk Frameworks	3	This course focuses on security risk assessment. Risk Frameworks reviewed include National Institute of Standards and Technology (NIST), International Organization for Standardization (ISO), and developing models.
CYB 209	Compliance Management, Certification and Accreditation	3	Risk frameworks, as they apply to critical infrastructures, are evaluated in this course. An example security and compliance plan is reviewed and serves as a model for course assignments. Templates for writing security policies and developing a security and compliance plan are employed in a course project.
CYB 211	Applied Security Part 1	3	This course provides reinforced learning on cybersecurity topics and builds from prior network defense courses. Reviewed topics include networking topologies; physical and network security; data protection; tools used to scan, protect, and test networks; network policies and procedures; and mitigation of network and operating system vulnerabilities.
CYB 213	Applied Security Part 2	3	This course provides reinforced training on cybersecurity topics. Reviewed topics include network monitoring; intrusion detection systems; remote security; VPN management; firewall management; network incident response; data backup and recovery.

CYB 215	Project Cyber Operations	3	This project on Cyber Operations combines and demonstrates the acquired knowledge and skills from preceding policy, operations, compliance and security accreditation courses.
CYB 225	Linux Fundamentals	3	This is an introductory course on Linux that provides sufficient command of the subject to meet the initial needs of penetration testing.
CYB 227	Sniffing and Network Analysis	3	This course develops essential skills for network analysis by sniffing packets using a network protocol analyzer.
CYB 229	Ethical Hacking Part 1	3	This course provides training on penetration testing. Introduced topics include Introduction to Ethical Hacking, Footprinting and Reconnaissance, Scanning Networks, Enumeration, System Hacking, and Malware Threats.

CYB 231	Ethical Hacking Part 2	3	This course provides training on penetration testing. Introduced topics include sniffing, social engineering, denial-of-service, session hijacking, hacking web servers, evading IDS, firewalls, and honeypots.
CYB 233	Ethical Hacking Part 3	3	This course provides training on penetration testing. Introduced topics include SQL injection attacks, hacking web applications, wireless networks, mobile platforms, operational technology, the Internet of things, and cloud platforms, and cryptography basics.
CYB 235	Project Ethical Hacking	3	This project on Applied Ethical Hacking combines and demonstrates the acquired knowledge and skills from sniffing and penetration testing courses.
CYB 320	Global Cyber Ethics	3	Classical ethical models are reviewed in this course and identified in an analysis of usage and product practices on the global Internet from an international perspective. A comparison of evolving codes of ethics in culturally diverse nations is developed in order to better prepare a globally-sensitive security professional.

CYB 340	Web and Cloud Computing and Security	3	This course focuses on becoming familiar with and securing web applications and cloud computing. The student is given hands-on training on implementing web and data base servers and experiencing first-hand the power of cloud deployment.
CYB 350	Security Team Participation	3	This course provides hands-on, real life experience for the student to participate as a contributing member of an enterprise security team. The various roles of security team members are studied, observed and experienced daily in a functioning computer infrastructure.
CYB 360	Wireless Security	3	This course prepares the student to plan, install, configure and maintain a secure wireless infrastructure. Topics covered include basic radio frequency (RF) technologies, regulations and standards, protocols and devices, network implementation, network security, RF site surveying, antenna concepts, wireless network architecture, wireless local area network (LAN) hardware and software, along with network design, installation and management.
CYB 405	Information Systems Governance	3	This course focuses on the application of information security management principles from an executive management point of view. This course will cover Information Security Management Program, the IS Governance Program, Regulatory and Legal Compliance, and Risk Management.

CYB 407	Information Systems Risk Controls and Auditing Management	3	This course focuses on information security management principles. It will cover Designing-Deploying and Managing Security Controls, Security Control Types and Objects, Implementing Control and Assurance Frameworks, and Audit Management.
CYB 409	Information Systems Leadership, Projects and Operations	3	This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.
CYB 411	Information Systems Core Competencies	3	This course focuses on the application of information security management principles and provides training on penetration testing methodologies including Security Analysis, TCP/IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering and Vulnerability Analysis.
CYB 413	Strategic Planning and Finance	3	This course concentrates on the application of information security management principles, and covers Security Strategic and Financial Planning.

CYB 415	Project Cybersecurity Policy and Governance	3	This project is designed to enhance the skills based competencies of the Chief Information Security Officer's role in today's environment. Students must conduct detailed analysis of case industry studies and perform practical application exercises involving executive level decisions that are highly critical to overall success.
CYB 425	Security Analyst Procedures and Methodology	3	This course provides training on penetration testing methodologies including Security Analysis, TCP IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering, and Vulnerability Analysis.
CYB 427	Security Analyst Network Threat Testing	3	This course provides training on using penetration testing methodologies on both internal and external networks comprised of Firewalls, Intrusion Detection Systems, and Web and SQL Database Applications.
CYB 429	SECURITY ANALYST: DATABASE, WEB APPS AND PERIMETER DEVICES	3	This course provides training on using penetration testing methodologies on Database, web applications and perimeter devices. Students will also learn to analyze post-test results as well.

CYB 431	SECURITY TESTING AND ANALYSIS	3	This course provides instruction on using penetration testing methodologies associated with wireless, IoT, and Cloud technologies. Students learn Standards and Compliance, Information Systems Security Principles, Incident Handling and Response, and Auditing as well as how to analyze post-test results.
CYB 433	Project Pen Testing Plan	3	This penetration testing planning project is designed to enhance the skills based competency of a penetration tester. Students must conduct a detailed penetration test through a Cyber range environment and submit a formal written report.
CYB 435	Project Pen Testing Execution and Report	3	This penetration testing execution project is designed to enhance the skills based competency of a penetration tester. This course is intensively hands-on and significant emphasis is placed on the practical competency of the student.
CYB 445	Risk Assessment	3	This course will focus on proficiency in analyzing security risk and insider threats. Students will also learn how to assess various security incidents such as network security incidents, malicious code incidents, and insider attack threats.

CYB 447	Insider Threat and Reporting	3	This course will focus on proficiency in handling and responding to various security incidents such as network security incidents, malicious code incidents, and insider attack threats. In addition, students will learn about computer forensics and its role in handling and responding to incidents with proper reporting in reference to security policies and law.
CYB 449	Computer Forensics Investigative Process	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover major forensic investigation scenarios that enable students to acquire necessary hands-on experience on forensic investigation techniques including Searching and Seizing Computers, Digital Forensics, First Responder Procedures, and Understanding Hard Disks and File Systems.
CYB 451	Computer Forensics Lab	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover major forensic investigation scenarios that enable students to acquire necessary hands-on experience on various forensic investigation techniques including Windows Forensics, Data Application and Duplication, Recovering Deleted Files and Deleted Partitions, and Investigation using forensic toolkits.
CYB 453	Network, Wireless, Web, Email and Mobile Forensics	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover forensic investigation scenarios that enable students to acquire necessary hands-on experience using forensic investigation such as Steganography and Image File Forensics, Application Password Crackers, Log Capturing and Event Correlation, Investigating Logs and Network Traffic, Investigating Wireless and Web Attacks, Tracking Emails, Mobile Forensics and Investigative Reports.

CYB 455	Project Digital Forensics	3	This project on Applied Digital Forensics combines and demonstrates the acquired knowledge and skills from preceding specified courses.
CYB 490	Capstone Bachelor Design	3	The Capstone project combines and demonstrates the acquired knowledge and skills from Computer Network Defense, other Core Courses, and selected Elective courses. This course comprises the project design phase of the Capstone.
CYB 492	Capstone Bachelor Implementation	3	This project is the implementation phase of the Capstone project that combines and demonstrates the acquired knowledge and skills from Computer Network Defense, other Core Courses, and selected Elective courses.
CYB 500	ADVANCED CYBERSECURITY CONCEPTS	3	This course delivers core concepts in cybersecurity related to protecting an organization. Students learn topics in threat intelligence and detection, techniques for identifying vulnerabilities within an organization's infrastructure, network and data analysis, incident response and the prevention of future attacks.

CYB 505	SECURE SOFTWARE DEVELOPMENT	3	This course covers topics in secure software design, the Software Development Life Cycle (SDLC). Students learn how to follow secure coding practices and analyze code for security risks before testing and validating the security of their design. Students also learn concepts in deployment, operations and maintenance of secure software.
CYB 510	CLOUD SECURITY	3	This course provides students with an overview of the concepts related to securing a cloud environment. Students learn the design principles and requirements involved in securing a cloud or hybrid enterprise while adhering to policies, frameworks and regulations necessary to maintain resilient structures. Other topics include risk management, risk assessment, software security, and business continuity planning.
CYB 515	NETWORK SECURITY	3	This course provides instruction in advanced topics in network security. Students learn how to protect a network from vulnerabilities including designing a network with security in mind, selecting the proper technologies, implementing security policies and touches on the human factors associated with network security. Additional topics include physical security, disaster recovery and digital forensics.
CYB 520	CYBER ETHICS	3	This course covers a range of moral, social and ethical considerations in the realm of cyberspace. Students learn concepts in privacy, governance, censorship, and intellectual property by exploring the impact of technology on morals and ethics from a societal approach.

CYB 525	LEADERSHIP IN CYBERSECURITY	3	This course will include several areas of leadership in cybersecurity that include a building and maintaining a cybersecurity technology stack, building and maintaining a layered defense strategy and the expenses associated. Students will learn how to present to the board of directors as an everyday function as a cybersecurity leader that comprises of an understanding of how to create a report, communicate effectively and how that will impact the budget and overall strategy.
CYB 530	CYBERSECURITY PRACTITIONER	3	This course introduces concepts in security operations such as security principles, network security, cloud security and incident response. Students will learn about Security Operations Center (SOC) operations and procedures and how these relate to an incident response plan.
CYB 535	SECURE PROGRAMMING	3	The course includes advanced concepts in programming for students who already have a background in one or more programming languages. Students will work on real-world scenarios in networking, database programming and security to support the cybersecurity infrastructure within an organization.
CYB 540	CRYPTOGRAPHY	3	This course covers principles and practices in cryptography exploring more in-depth concepts in network security and secure communication. Students will work in a variety of algorithms and how concepts like public key infrastructure, hash functions and encryption methods help to secure an organization.

CYB 545	THREAT INTELLIGENCE	3	This course provides students with a holistic view of threat intelligence, including not only the types of attacks but methods to determine motivation and goals behind a variety of attacks, data collection and analysis, and how to plan a threat intelligence program. Students learn the entire threat analysis process and how to create effective threat intelligence reports.
CYB 550	TECHNICAL ENTERPRISE SECURITY	3	This course will cover how to determine the best security measures based on different types of organizations. Students will learn how to meet the security requirements of an organization including network design, storage, applications and security controls as well as other technologies to build or maintain a resilient enterprise architecture.
CYB 555	ENTERPRISE SECURITY OPERATIONS	3	This course will teach students the appropriate methods and how to select the best tools for conducting a security assessment. Students will learn concepts in implementing incident response plans and recovery procedures and revisit how risk management is impacted by business and industry influences.
CYB 560	MSCYB CAPSTONE	3	Students will use the tools and techniques gained through the sum of their experience and previous coursework to participate in a variety of cyber range activities and team-based activities.

DAT 105	Introduction to Database Concepts/Roles	3	This foundational course provides a historical perspective of database systems and the core concepts needed for any role in database careers.
DAT 205	Communicating across the IT Organization	3	With a focus on IT's responsibilities to work with an entire organization this course focuses on the presentation, negotiation, and communications skills needed to work with all levels of employees.
DAT 210	Data Programming Languages	3	This course covers today's most popular data programming languages. Students will be introduced at a high level to the programming languages as they relate to database design, development and management.
DAT 305	Data Structures for Problem Solving	3	This course covers data structures, recursion, analysis, sorting and searching (sequential and binary), tree and tree algorithms, graphs and graph algorithms, as related to organizational problem solving across industries.

DAT 380	Advanced Database Architecture	3	This course covers DDBMS architectures, data structures, schemas and standards in addition to centralized and client server systems, server system architectures, parallel systems, distributed systems.
DAT 390	Database Integration with Other Systems	3	This course addresses the main standards for data integration, movement or replication and federation. Students will investigate transparency and emulation, cleaning, archiving and information preservation across systems.
DAT 565	DATA ANALYSIS AND BUSINESS ANALYTICS	3	This course will introduce students to data discovery, data analytics, and data visualization with contemporary business tools. Students will learn to differentiate data analytics from statistical analysis and use the power of informatics in shaping decision-making in the modern business context. The course will address analytics as a tool for business process-improvement and present data acquisition and formatting, metric creation, data discovery, and data visualization with real-world examples and exercises for students to work through in class.
DATCB 565	DATA ANALYSIS AND BUSINESS ANALYTICS	3	This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process. Competency 22: The student will employ statistical methods used in data mining and descriptive and predictive analytics to support actionable business decisions. Competency 23: The student will examine statistical patterns and trends to highlight organizational performance and support organizational strategic planning. Competency 24: The student will analyze business research to drive organizational decision making.

DBM 280	FUNDAMENTALS OF ACCESS DATABASE	3	This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.
DBM 294	QUERYING A SQL SERVER	3	This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment.
DBM 296	ADMINISTERING A SQL SERVER	3	This course provides an introduction to the installation, configuration, support, availability, and recovery of databases. The considerations for database administration when addressing the requirements for user access, security, backup, and recovery will be covered. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL Server® database.
DBM 298	IMPLEMENTING A DATA WAREHOUSE	3	This course will cover the design and implementation of a data warehouse. Emphasis will be placed on extraction and transformation of data, design of the data control flow, load options SQL Server Integration Services (SSIS) script options, and the establishment, implementation, and maintenance of data quality solutions.

DBM 380	DATABASE CONCEPTS	3	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 381	DATABASE CONCEPTS	3	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 384	SPECIAL PURPOSE DATABASES	3	This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.
DBM 460	ENTERPRISE DATABASE MANAGEMENT SYSTEMS	3	This course covers distributed computing, middleware, and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

DBM 502	DATABASE MANAGEMENT	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
DHA 700	INTRODUCTION TO HEALTH ADMINISTRATION IN DOCTORAL STUDY	3	The course provides an introduction to health administration for doctoral students entering the Doctor of Health Administration program who do not have prior academic experience in this area.
DHA 711	ADMINISTRATION OF COMPLEX HEALTH CARE SYSTEMS	3	Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision-making at the policy and the organizational level.
DHA 714	HEALTH CARE MARKETING	3	Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services.

DHA 715	RISK MANAGEMENT IN COMPLEX HEALTH ORGANIZATIONS	3	The U.S. health care system is both complex and fragmented. It is critical that scholar-practitioner-leaders have a thorough understanding of risk management, as well as how to manage litigation and how to facilitate contractual relationships. Successful leaders will also need to possess a wide range of skills, including a working knowledge of resource, asset, and human resource management. A well-rounded leader will be required to understand concepts from claims administration and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.
DHA 721	HEALTH CARE ECONOMICS	3	This course focuses on the application of economic theory to the amount, organization, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services.
DHA 722	POLICY AND REGULATION IN HEALTH CARE	3	The scholar-practitioner-leader will focus on the role of health policy and regulations in the administration of health care systems. Students critically assess the complex dynamics of politics, ethics, and policy in the development of health legislation and regulations. The process of developing policy, rules and regulations at federal, state, and local levels is examined. Evidence-based approaches are applied to evaluate the effectiveness of implemented policy with emphasis on access, cost, quality and outcome measures. Major health legislation enacted during the 20th and 21st centuries and their impacts on health care at societal, system, and organization levels are reviewed.
DHA 723	EXECUTIVE INFORMATION SYSTEMS	3	In this course, students examine clinical and administrative healthcare systems employed by executive leaders and the legislative practices that affect those systems. Specific emphasis is placed on critical systems used to facilitate decision-making, strategic planning, and financial reimbursement. Additionally, students discourse the origins, storage, and use of clinical data in the context of data warehouses, clinical repositories, electronic healthcare records, and big data.

DHA 724	GLOBALIZATION OF HEALTH CARE	3	This course focuses on global health care systems with the objective of improving the US health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.
DHA 731	POPULATION HEALTH AND EPIDEMIOLOGY	3	The science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision-making. Students will apply this science in the analysis of emerging health epidemics and diseases.
DHA 732	EVALUATION OF HEALTH CARE PROGRAMS	3	This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community wide health interventions, and population specific care management programs across a variety of health settings.
DHA 733	CONTEMPORARY LEADERSHIP ISSUES	3	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DNP 101	DNP STUDENT ORIENTATION	0	The DNP student orientation course provides students an orientation of the expectations and resources necessary to participate and complete the Doctor of Nursing Practice program.
DNP 700	DNP EXPECTATIONS SEMINAR	1	This foundational course introduces students to the program requirements and doctoral learning expectations for the Doctor of Nursing Practice (DNP) program. Students engage in structured activities and guided dialogue to promote inter/intrapersonal collaboration; explore the integration of the roles of Scholar, practitioner and leader; and demonstrate the initiative needed to take the next steps in their doctoral journey through iterative improvements to critical thinking, reading, and writing by applying faculty feedback, writing resources, and personal insights.
DNP 701	BIOSTATISTICS AND EPIDEMIOLOGY	3	This course examines biostatistics and epidemiology for advanced evidence-based practice (EBP) in nursing using an integrated application of statistics to basic epidemiological concepts. Students engage in the practical application of statistical concepts, quantitative methodology for advanced evidence-based practice (EBP) in nursing, and statistical utility for decision-making using statistical analysis software to further examine the role of nursing practice related to disease and injury prevention. Additionally, students integrate decision theory and critical analysis through the evaluation of methods, results, and discussion sections of a research report.
DNP 705	PHILOSOPHY, THEORY, AND SCIENCE FOR NURSING PRACTICE	3	This course focuses on the philosophical and theoretical underpinnings of nursing science and practice at the doctoral level of expertise. The philosophy of science and the philosophical, theoretical, and ethical foundations of nursing practice and inquiry are examined. Students integrate teaching-learning theory into a personalized framework for doctoral practice.

DNP 710	EVIDENCE-BASED PRACTICE MEASUREMENT AND CLINICAL INQUIRY	3	In this course, students use practice scholarship to examine and address health issues at the population and practice levels. Students align research questions from various methodological approaches with appropriate research design and measures, while evaluating literature focused on providing safe, high-quality care outcomes. Critical analysis of case studies, evaluation of various measures of continuous quality improvement (CQI), and the effective use of program evaluation are addressed. Students also evaluate literature related to their DNP Applied Project topic and refine the methodology appropriate for their research question.
DNP 715	INFORMATION SYSTEMS AND HEALTH CARE DELIVERY TECHNOLOGY	3	In this course, students examine the function and purpose of healthcare informatics and delivery technology in promoting advanced evidence-based practice in nursing. In addition, students explore the components of modern data systems, including advanced clinical information systems, decision modeling programs, and financial systems, to inform the selection, application, and evaluation of healthcare information systems and practice technologies.
DNP 725	POLICY AND REGULATION IN HEALTH CARE	3	This course will focus on an analysis of health policy and its influence on health care delivery systems. The student will examine the structure and function of legislative and regulatory bodies, governance, public relations, and global health care issues. The course promotes the concepts of leadership to inform advocacy, policy formation and implementation through the lens of ethics, social justice and evidence.
DNP 730	ORGANIZATIONAL AND SYSTEMS LEADERSHIP	3	This course will focus on the exploration of organizational and systems theory for quality improvement science. Students will contribute to the development of transformational leadership strategies to facilitate changes in health care systems.

DNP 740	CLINICAL PREVENTION AND POPULATION HEALTH	3	The course focuses on the use of epidemiological biostatistical, environmental , geographic, genetic, behavioral and socioeconomic data to design, develop and implement interventions to improve health care access, address gaps in care and decrease health disparities. Students will apply comprehensive surveillance, prevention, and health promotion approaches to improve population health.
DNP 750	DNP APPLIED PROJECT I	3	The outcome of this course will be a precis that articulates a specific goal and plan that will evolve into the student's DNP Applied Project.
DNP 751	DNP APPLIED PROJECT II	3	In this course, students engage in the iterative advancement of the DNP practice dissertation proposal. With continued faculty guidance, students leverage self-assessment and forecasting strategies to refine their skills and improve upon the quality of their proposal drafts for completion and submission.
DNP 752	DNP APPLIED PROJECT III	3	The outcome of this course will be the submission and oral defense of the DNP Applied Project.

DNP 752A	DNP APPLIED PROJECT AND PRACTICUM III	3	The outcome of this course will be the submission and oral defense of the DNP Applied Project.
DOC 700	DEVELOPING THE DOCTORAL IDENTITY	1	This 5-week foundational course prepares students for the rigors of their program by establishing doctoral-level expectations in the areas of critical reading, writing, thinking, and research. Students explore the College of Doctoral Studies integrated approach to scholarship, practice, and leadership through structured activities and guided discourse while also developing the initiative to become self-directed learners in their intellectual/doctoral journey.
DOC 705R	CREATIVE AND CRITICAL THINKING	3	This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 714S	SYMPOSIUM I	3	This course serves as the first of two online immersive experiences for University of Phoenix doctoral students. The first covers foundational tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.

DOC 715	DOCTORAL SEMINAR I	3	This course deals with the theoretical and practical aspects of research and dissertation development in a practice doctorate context. In this course, students begin to develop Chapter 1 and to examine relevant industry and academic literature and move toward creation of a robust, cogent review of scholarship aligned with designing Chapter 2 of an applied doctoral dissertation.
DOC 719S	SYMPOSIUM II	3	This course serves as the second of two online immersive experiences for University of Phoenix doctoral students. The second covers advanced tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.
DOC 720R	DOCTORAL SEMINAR I	2	DOC/720R is the first step in the formal development of the doctoral dissertation. You will review and clarify problem and purpose statements, create and refine research questions and hypotheses, identify sample populations, research methodologies and data gathering procedures and complete a précis that serves as a framework for the dissertation. The intended impact of the student's dissertation on society, the discipline, and practitioners will be discussed.
DOC 721N	PROSPECTUS AND PROPOSAL WORKSHOP	3	This course continues the formal development of the student's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, populations and samples, and the intended contribution of the study to the profession and society. The outcome of this course is Chapter 1 of the dissertation that articulates a specific goal and plan that will evolve into the learner's dissertation.

DOC 722	DOCTORAL SEMINAR II	3	In this course, students refine the requisite skills necessary to further develop their concept paper into a dissertation proposal. Students expand their work from Second-Year Residency by applying critical analysis to refine the research method, inform the selection of a research design, and to develop a focused literature review.
DOC 723	DOCTORAL SEMINAR II	3	In this course, students refine the requisite skills necessary to develop their dissertation-proposal Chapters 1 and 2 for review and approval. Students expand their work from previous courses by working with their University Research Methodologists (URM) to align their research foundation elements in Chapter 1, and by working with their Chair to develop a focused Chapter 2 literature review.
DOC 733	DOCTORAL DISSERTATION	3	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 733A	DOCTORAL DISSERTATION	3	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOC 733B	DOCTORAL DISSERTATION	3	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.
DOC 733R	DOCTORAL SEMINAR III	3	This five-day experiential residency course engages students in critical discussion and collaboration to explore the integration of theory and practice as a mechanism to guide their professional identity development in the communities they serve. Students reflect on the complex interrelationships between inquiry, knowledge, practice, and theory juxtaposed with the praxis of the scholar-practitioner-leader. Throughout the residency, students develop an increasingly reflexive articulation and demonstration of how their participation in a doctoral program has influenced their growth as scholar-practitioner leaders. Additionally, students develop shared visions for the continuation of their transformation as future leaders who engage with academics and practitioners to promote scholarship for evidenced-based decision-making.
DOC 734	DOCTORAL PROJECT IV	3	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734A	DOCTORAL PROJECT IV	3	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOC 734B	DOCTORAL PROJECT IV	3	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734R	DOCTORAL SEMINAR IV	2	This 3-day residency course engages students in collaborative discussions and independent activities aimed at developing a complete dissertation proposal. By means of individual feedback and collegial discourse, students contribute to a community of scholarship and practice.
DOC 735	RESEARCH PROPOSAL	3	Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.
DOC 736A	DISSERTATION I	3	The purpose of this class is for the student and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) Review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.

DOC 736B	DISSERTATION I	3	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736C	DISSERTATION I	3	This third available dissertation proposal course provides extended time for one-on-one work between a student and his or her dissertation committee Chair. Students enroll for this course when a student has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Students should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Students must repeat this course, until the dissertation proposal is approved.
DOC 736IA	DISSERTATION I	3	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IB	DISSERTATION I	3	This course is a continuation of DOC/736IA, where students work with their Chair and committee members to finalize and submit the dissertation proposal for approval. The Chair and student work together to re-assess and improve readiness and skill preparation for the completion of the dissertation proposal in accordance with university guidelines and standards of ethical research. Enhanced support is provided to guide students towards completion of the dissertation proposal.

DOC 736IC	DISSERTATION I	3	This course is a continuation of DOC/736IB, where students work with their Chair and committee members to finalize and submit the dissertation proposal for approval. The Chair and student work together to re-assess and improve readiness and skill preparation for the completion of the dissertation proposal in accordance with university guidelines and standards of ethical research. Enhanced support is provided to guide students towards completion of the dissertation proposal.
DOC 736N1	DISSERTATION I	3	The purpose of this class is for the student and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) Review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736N2	DISSERTATION I	3	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736N3	DISSERTATION I	3	This third available dissertation proposal course provides extended time for one-on-one work between a student and his or her dissertation committee Chair. Students enroll for this course when a student has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Students should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Students must repeat this course, until the dissertation proposal is approved.

DOC 737	DISSERTATION II	3	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course, the Learning Contract serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 737I	DISSERTATION II	3	Students, with the support of the Chair and committee, collect and analyze dissertation data and write the results and conclusions chapters of the dissertation. A completion plan serves as the catalyst for completing the dissertation.
DOC 737N	DISSERTATION II	3	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course, the Learning Contract serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 738A	DEFENSE	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.

DOC 738B	DEFENSE	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738C	DEFENSE	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IA	DISSERTATION DEFENSE	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738IB	DISSERTATION DEFENSE	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.

DOC 738IC	DISSERTATION DEFENSE	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738N1	DEFENSE	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N2	DEFENSE	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N3	DEFENSE	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.

DOC 740R	ANNUAL RENEWAL RESIDENCY	0	This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/733 and DOC/734. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.
DOC 741	DOCTORAL DISSERTATION	3	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741A	DOCTORAL DISSERTATION	3	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	DOCTORAL DISSERTATION	3	In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.

DOC 742	DOCTORAL PROJECT IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742A	DOCTORAL PROJECT IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	DOCTORAL PROJECT IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 787	CONCEPT CONTINUING ENROLLMENT I	0	This course is a continuation of DOC/723 and is intended for students to finalize their dissertation concept for review and approval. Students iterate to refine their research method(s), inform the selection of their research design, and develop a focused literature review

DOC 788	CONCEPT CONTINUING ENROLLMENT II	1	This course is a continuation of DOC/723 and is intended for students to finalize their dissertation concept for review and approval. Students iterate to refine their research method(s), inform the selection of their research design, and develop a focused literature review.
DOC 887	DISSERTATION CONTINUING ENROLLMENT I	0	This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 888	DISSERTATION CONTINUING ENROLLMENT II	1	In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 889	DISSERTATION CONTINUING ENROLLMENT I	0	This is a 1-week chair-guided course that serves as a continuation of DOC/741A. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.

DOC 890	DISSERTATION CONTINUING ENROLLMENT II	1	This is a 3-week chair-guided course that serves as a continuation of DOC/741A. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 891	DISSERTATION CONTINUING ENROLLMENT I	0	This is a 1-week chair-guided course that serves as a continuation of DOC/741B. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 892	DISSERTATION CONTINUING ENROLLMENT II	1	This is a 3-week chair-guided course that serves as a continuation of DOC/741B. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 893	DISSERTATION CONTINUING ENROLLMENT I	0	This 1-week dissertation continuation course is designed to facilitate student submission of the dissertation proposal to Quality Review Methods (QRM).

DOC 987	PROJECT CONTINUING ENROLLMENT I	0	This 1-week course serves as a continuation of DOC/742. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 988	PROJECT CONTINUING ENROLLMENT II	1	This 3-week course serves as a continuation of DOC/742. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 989	PROJECT CONTINUING ENROLLMENT I	0	This 1-week course serves as a continuation of DOC/742A. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 990	PROJECT CONTINUING ENROLLMENT II	1	This 3-week course serves as a continuation of DOC/742A. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.

DOC 991	PROJECT CONTINUING ENROLLMENT I	0	This 1-week course serves as a continuation of DOC/742B. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 992	PROJECT CONTINUING ENROLLMENT II	1	This 3-week course serves as a continuation of DOC/742B. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 993	DISSERTATION CONTINUING ENROLLMENT I	0	This 1-week dissertation continuation course is designed to facilitate student completion of the doctoral dissertation requirements, including submission to Quality Review Final (QRF) and delivery of the oral defense.
DOC 994	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.

DOC 995	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.
DOC 996	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.
DSC 330	DATA COMMUNICATION AND VISUALIZATION FOR BUSINESS	3	This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.
ECE 205	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.

ECE 206	CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD EDUCATION	3	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.
ECE 207	ASSESSMENT IN EARLY CHILDHOOD EDUCATION	3	This course provides an overview of a variety of assessment techniques in early childhood education, including assessment of children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age eight.
ECE 510	Effective Instruction for Early Childhood Education	3	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 511	Language and Literacy Methods in Early Childhood Education	3	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.

ECE 512	Early Childhood Assessment	3	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.
ECE 513	Early Childhood Growth and Development	3	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.
ECE 514	FAMILY/COMMUNITY INVOLVEMENT IN EARLY CHILDHOOD EDUCATION	3	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	EARLY CHILDHOOD GROWTH AND DEVELOPMENT	3	This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language development of children from birth through age 8 / grade 3. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.

ECH 211	INSTRUCTIONAL STRATEGIES FOR EARLY CHILDHOOD EDUCATION	3	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting, birth through age 8 or through Grade 3. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.
ECH 300	ORIENTATION TO EARLY CHILDHOOD EDUCATION	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample and technology resources will be discussed.
ECH 301	FOUNDATIONS OF EARLY CHILDHOOD EDUCATION	3	This course provides an overview of early childhood education for children, birth through age 8. Historical foundations of early childhood education, the role of technology, professionalism, and trends and issues in education are introduced. Students will reflect upon their personal dispositional skills desired for an educational career and will create a personal philosophy of education.
ECH 302	EXCEPTIONALITIES OF THE YOUNG CHILD	3	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.

ECH 321	DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS	3	This course examines developmentally-effective strategies used in implementing and managing a positive and active early childhood learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting, birth through age 8 or Grade 3.
ECH 390	EARLY CHILDHOOD STUDENT TEACHING SEMINAR	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
ECH 400	ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD	3	This course provides exposure to a variety of assessment techniques in early childhood education. There is a focus on assessment strategies, tools, and resources, including the use of technology. Teacher candidates will learn to use assessment data for planning instruction and incorporating interventions, as well as communicating and developing partnerships with families. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age 8, including children with special needs.
ECH 416	METHODS OF TEACHING IN EARLY CHILDHOOD: MATHEMATICS	3	This course focuses on mathematical methodology and assessment strategies for young children. Integration of content, appropriate instructional strategies, and curriculum and assessment planning are emphasized. Multiple perspectives of young children as learners of mathematics and current research on mathematics pedagogy are explored. Students evaluate and use instructional methods, curricular materials, technological resources, and appropriate assessment strategies. Special attention is given to using manipulatives in math instruction and developing problem-solving skills.

ECH 418	COMMUNITY AND FAMILY ENGAGEMENT	3	This course focuses on establishing and maintaining collaborative relationships among families, early childhood learning environments, and communities to support student development and achievement. Candidates explore and discuss issues related to family diversity, relationship building, and community involvement. Emphasis will be placed on creating positive family and community engagement as well as strengthening the connection between home and school.
ECH 420	METHODS OF TEACHING IN EARLY CHILDHOOD: SCIENCE	3	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.
ECH 430	METHODS OF TEACHING IN EARLY CHILDHOOD: SOCIAL STUDIES	3	This course provides a foundation in developmentally appropriate content and methodology for the teaching of social studies in early childhood education (birth through age 8). Teacher candidates will explore content standards, instruction and assessment strategies, technology integration, and theoretical perspectives and practices related to early childhood social studies education. In addition, candidates will develop meaningful curricular content and hands-on learning experiences, as well as investigate strategies for creating an effective learning environment and opportunities for family and community involvement.
ECH 435	METHODS OF TEACHING IN EARLY CHILDHOOD: ARTS AND MUSIC	3	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally effective practices and integration of visual arts, drama or performing arts, and dance, movement, and music across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.

ECH 496	EARLY CHILDHOOD STUDENT TEACHING	8	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 498	EARLY CHILDHOOD STUDENT TEACHING (BIRTH-PRESCHOOL)	4	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the student teaching experience and preparing to teach up to preschool-age children. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 499	EARLY CHILDHOOD STUDENT TEACHING (K THROUGH AGE 8/GRADE 3)	4	This course will focus on the design and implementation of the Kindergarten through Age 8/Grade 3 Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECO 365	PRINCIPLES OF MICROECONOMICS	3	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 365T	PRINCIPLES OF MICROECONOMICS	3	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 370	ENVIRONMENTAL ECONOMICS	3	This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.
ECO 372	PRINCIPLES OF MACROECONOMICS	3	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 372T	PRINCIPLES OF MACROECONOMICS	3	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 535	THE DIGITAL ECONOMY	3	This course will emphasize the importance of economic theories in the context of digital transformation. Students will learn a fundamental understanding of how to approach business problems related to digitalization within the world economy. Students will apply and discuss economic theories and how they can help to analyze, understand, and solve business problems.
ECO 561T	ECONOMICS	3	This course applies economic concepts to make management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.
ECOCB 535	THE DIGITAL ECONOMY	3	This course will emphasize the importance of economic theories in the context of digital transformation. Students will learn a fundamental understanding of how to approach business problems related to digitalization within the world economy. Students will apply and discuss economic theories and how they can help to analyze, understand, and solve business problems. Competency 10: The student will assess the effects of market structure on competition, production, and pricing. Competency 11: The student will analyze the relationships between government, business, consumer practices, and economic conditions. Competency 12: The student will evaluate economic theories and policies related to international trade and global business practices.
EDD 004	FACULTY SUPERVISION EDUCATIONAL LEADERSHIP	0	These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.

EDD 007	FACULTY SUPERVISION	0	These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.
EDD 583	CLINICAL PRACTICE	6	This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.
EDD 700	INTRODUCTION TO EDUCATION ADMINISTRATION IN DOCTORAL STUDY	3	The course provides an introduction to education administration for doctoral students entering the Doctor of Education program who do not have prior academic experience in this area.
EDD 711	SOCIAL CONTEXTS AND CONTEMPORARY ISSUES	3	This course focuses on the historical concepts, demographic trends and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.

EDD 712	LEADERSHIP IN CONTEMPORARY ORGANIZATIONS	3	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 714	COMPARATIVE MODELS OF EDUCATIONAL ENVIRONMENTS	3	This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.
EDD 721	PLANNING AND LEADING CHANGE	3	This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
EDD 722	THE LEGAL CONTEXT OF EDUCATION	3	In this course, students examine existing and emerging legal contexts that govern American education systems. Weekly topics provide a progressive exploration of foundational sources of law that impact education-from The Constitution of the United States to landmark legal cases-to affirm the legal rights and responsibilities of educators and students. Other course topics establish a platform to assess the legalities of educational governance and leadership in addition to emerging and contemporary legal issues.

EDD 723	ETHICS AND VALUES IN LEARNING ORGANIZATIONS	3	The ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.
EDD 724	INSTRUCTIONAL LEADERSHIP	3	In this course, students explore instructional leadership as an integrated practice to evolve their understanding of, and capacity for, advancing teaching and learning. Effective teaching and learning strategies are examined as they relate to motivating faculty, staff, and students, and creating dynamic learning environments. Additional topics include leading change in learning environments and counterbalancing resistance to change for faculty, staff, and students.
EDD 731	THE ECONOMICS OF EDUCATION	3	The principles and theories of the economics of education are examined. The role that federal, state, and local governments play in the economics of education is explored in-depth. Key topics include budget management grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 732	CONTEMPORARY POLICY ANALYSIS AND DEVELOPMENT	3	This course provides an overview of contemporary education policy analysis and development. The federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.

EDD 733	EVALUATION AND ASSESSMENT METHODS	3	This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes based assessment, institutional research, and staff and evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.
EDS 799	EDUCATIONAL SPECIALIST CAPSTONE	3	The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course, learners will complete a reflective self-assessment of their learning throughout the program.
EDT 711	EDUCATIONAL TECHNOLOGY RESEARCH	3	This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.
EDT 721	INSTRUCTIONAL DESIGN	3	This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.

EDT 722	DISTANCE LEARNING	3	This course traces the development of distance learning, including past, present, and future trends. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.
EDT 723	INSTRUCTIONAL MEDIA AND DESIGN TECHNIQUES	3	This course examines various types of technologies used in the development of instructional projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and emerging technologies that are purposeful in facilitating learning in multiple environments.
EDT 731	SYSTEM ANALYSIS AND DESIGN	3	This course follows the phases of planning, needs analysis, design, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider technology selection, vendor selection, organizational constraints, maintenance, and enhancements in an effort to address present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.
EDT 732	INTEGRATING TECHNOLOGY AND CURRICULUM	3	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.

EDT 733	TECHNOLOGY LEADERSHIP	3	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDU 101	FOUNDATIONS OF EDUCATION	3	In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.
EDU 105	DIVERSITY IN EDUCATIONAL SETTINGS	3	This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.
EDU 200	INTRODUCTION TO ASSESSMENT	3	In this course, learners are introduced to the role of assessment in education. The purpose and types of assessment are identified, including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Students will also explore the topics of feedback and grading.

EDU 215	ETHICS AND SOCIAL RESPONSIBILITY IN EDUCATION	3	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision making, professional, and personal conduct of teachers.
EDU 300	ORIENTATION TO TEACHER EDUCATION	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, My Time Log, Student Teaching, Teacher Work Sample and technology resources will be discussed.
EDU 300CA	ORIENTATION TO TEACHER EDUCATION	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.
EDU 301	FOUNDATIONS OF EDUCATION	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 301CA	FOUNDATIONS OF EDUCATION	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 305	CHILD DEVELOPMENT	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.
EDU 305CA	CHILD DEVELOPMENT	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.
EDU 311	MODELS AND THEORIES OF INSTRUCTION	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.

EDU 311CA	MODELS AND THEORIES OF INSTRUCTION	3	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 315	LEGAL & ETHICAL ISSUES IN EDUCATION	3	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional, and personal conduct of teachers.
EDU 321	CLASSROOM MANAGEMENT	3	This course explores differentiated approaches and strategies for managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
EDU 321CA	CLASSROOM MANAGEMENT	3	This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.

EDU 390	ELEMENTARY EDUCATION SEMINAR	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
EDUC 519	FOUNDATIONS OF EDUCATION	3	This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.
EDUC 521	CLASSROOM MANAGEMENT FOR EDUCATORS	3	In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.
EDUC 522	CURRICULUM DEVELOPMENT AND INSTRUCTION	3	This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.

EDUC 523	MIDDLE SCHOOL CURRICULUM DEVELOPMENT AND INSTRUCTION	3	This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.
EDUC 524	Assessment and Evaluation for Educators	3	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.
EDUC 525	Theories of Growing and Learning	3	This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDUC 526	Overview of Adolescent Psychology	3	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.

EDUC 527	TEACHING CRITICAL THINKING SKILLS	3	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.
EDUC 528	Communication Strategies for Educators	3	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.
EDUC 545	FAMILY ENGAGEMENT AND COMMUNITY INVOLVEMENT	3	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.
EDUC 548	Coaching and Mentoring	3	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.

EED 400	ASSESSMENT IN ELEMENTARY EDUCATION	3	This course focuses on defining assessment and utilizing effective assessment practices in the classroom. The fundamentals of assessment, including formative, summative, standardized and performance assessments and their uses will be discussed. Teacher candidates will explore the reliability and validity of assessment and evaluate test performance data for the purpose of planning instruction.
EED 416	ELEMENTARY METHODS: MATHEMATICS	3	This course provides a context for teaching and assessing students in elementary mathematics. Content knowledge, interdisciplinary teaching, and curriculum are emphasized. Teacher candidates will evaluate and use instructional methods, resources, and technology. The course focuses on enhancing the meaning of mathematical concepts by promoting critical thinking and problem-solving skills.
EED 420	ELEMENTARY METHODS - SCIENCE	3	This course provides a context for teaching and assessing students in elementary science. Teacher candidates will explore interdisciplinary teaching, curriculum content, and instruction and assessment strategies that enhance inquiry learning in the science classroom. In addition, teacher candidates will focus on content knowledge and promoting the development of critical thinking skills to include science in other content areas.
EED 425	ELEMENTARY METHODS- HEALTH/PE	3	This course provides an overview of the health and physical education state and national standards and provides a context for how standards are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored. In addition, teacher candidates will examine strategies for promoting the goal of life-long health and an understanding of human movement.

EED 430	ELEMENTARY METHODS - SOCIAL STUDIES	3	This course provides a context for teaching and assessing students in elementary social studies. Teacher candidates will explore the purpose and place for social studies instruction, analyze and apply content standards, and examine methodologies and resources for teaching social studies. In addition, teacher candidates will develop student-centered instruction to meet the needs of culturally, academically, and linguistically diverse students. The course focuses on strategies for developing students' critical thinking skills and integrating social studies with other disciplines.
EED 435	ELEMENTARY METHODS - FINE ARTS	3	This course defines and provides a context for teaching and assessing students in the area of arts education. Candidates will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on integrating arts education across the curriculum.
EED 436CA	ELEMENTARY METHODS: SOCIAL SCIENCE AND FINE ARTS	3	This course defines and provides a context for teaching and assessing students in the area of social science and visual and performing arts. Participants will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on interdisciplinary practices and the integration of social science and visual or performing arts into other content areas. The course also investigates the use of technology and community involvement in the social science and visual and performing arts classrooms.
EED 438CA	ELEMENTARY METHODS: MATHEMATICS AND SCIENCE	3	This course focuses on methodology and assessment strategies that enhance instruction in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science, along with current research on pedagogy, are explored. Students are provided the opportunity to develop the ability to evaluate and apply instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 444	ELEMENTARY METHODS - INTEGRATION OF HAWAIIAN STUDIES	3	This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data-collection tools designed to assess student learning.
EED 491CA	ELEMENTARY CLINICAL PRACTICE A	4	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture, academic language, lesson planning, and instruction. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
EED 492CA	ELEMENTARY CLINICAL PRACTICE B	4	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: student engagement, assessment, the learning environment, and preparing for a teaching position. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates will complete and submit their teacher performance assessment submission.
EED 496	STUDENT TEACHING	8	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Tasks 1, 2, and 3 of the teacher performance assessment.

EED 498	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 498CA	ELEMENTARY STUDENT TEACHING, SEMINAR I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
EED 499	ELEMENTARY STUDENT TEACHING, SEMINAR II	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499CA	ELEMENTARY STUDENT TEACHING: SEMINAR II	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.

ELEC 714	DHA ELECTIVE	3	Placeholder for elective courses in the DHA program.
ELEC 725	DOCTORAL EXTENSION	3	DOCTORAL EXTENSION
ELL 300	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELL 500	INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS	3	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

ELM 532	Creating an Effective Learning Environment	3	This course explores differentiated approaches and strategies used in managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
ELM 533	Instruction and Assessment for Diverse Learners	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.
ELM 534	Elements of Literacy Content and Curricular Knowledge	3	This course focuses on the most current research, theory, and methods of literacy instruction. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Candidates will assess learners' background knowledge in literacy to develop differentiated instruction.
ELM 535	Application of Research-Based Literacy Instruction	3	This course focuses on the instructional approaches for literacy within the framework of an integrated curriculum. Teacher candidates will apply research-based instructional and assessment techniques to meet the needs of all learners. Candidates will apply interdisciplinary teaching strategies to develop a variety of writing styles, reading methods, and critical thinking skills in their learners.

ELM 536	Social Studies Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.
ELM 537	Science Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.
ELM 538	Mathematics Content and Curricular Knowledge	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 539	PHYSICAL EDUCATION/HEALTH CONTENT AND CURRICULAR KNOWLEDGE	2	This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence, and on state and national standards (1). Candidates examine framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth (2). They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; recognize nutrition, acknowledge the risks associated with drugs and alcohol, understand growth and development; and utilize health-related information, products, and services(3). Additionally, this course explores instructional approaches for integrating physical education and health with other content.

ELM 545	ELEMENTARY CLINICAL PRACTICE	3	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Tasks 1, 2, and 3 of the teacher performance assessment.
ELM 583	Elementary Clinical Practice	3	This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.
ELM 586	ELEMENTARY CLINICAL PRACTICE A	3	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture, academic language, lesson planning, and instruction. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
ELM 587	ELEMENTARY CLINICAL PRACTICE B	3	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: student engagement, assessment, the learning environment, and preparing for a teaching position. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.

ELM 590	ELEMENTARY STUDENT TEACHING PART A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
ELM 595	ELEMENTARY STUDENT TEACHING PART B	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.
ELM 598	ELEMENTARY STUDENT TEACHING PART A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ELM 599	ELEMENTARY STUDENT TEACHING PART B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

EMC 310	PRINCIPLES OF EMERGENCY MANAGEMENT	3	This course will explore the history and evolution of emergency management as well as roles of local, state, regional, and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 320	EMERGENCY PREPAREDNESS AND PLANNING	3	This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.
EMC 330	POLITICAL AND POLICY ISSUES FOR EMERGENCY MANAGEMENT	3	This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of how local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340	EMERGENCY SERVICES AND THE COMMUNITY	3	This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350	MANAGING EMERGENCY RESPONSE OPERATIONS	3	This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
ENG 100	CRITICAL READING AND COMPOSITION	3	This course develops the reading, writing, and critical thinking skills that are essential for academic and life success.
ENG 110	ENGLISH COMPOSITION I	3	This course develops the reading, writing, and critical thinking skills that are essential for academic and life success.
ENG 125	LITERATURE IN SOCIETY	3	This course introduces themes in literature and provides guided study and practice in reflecting on themes which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students study the literature in thematic units and are asked to make connections to their own lives and cultures.

ENG 135	ESSENTIALS OF CONTEMPORARY COMMUNICATION	3	This course covers the skills necessary for effective communication in professional environments and modern society. The course reviews basic communication theories and discusses the fundamentals of a variety of communication skills and various communication channels. This course emphasizes applying these skills to group and contemporary professional situations.
ENG 157	MULTICULTURAL LITERATURE	3	This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.
ENG 200	RHETORIC AND RESEARCH	3	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.
ENG 210	ENGLISH COMPOSITION II	3	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.

ENG 222	INTRODUCTION TO TECHNICAL WRITING	3	This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.
ENG 230	MECHANICS OF WRITING	3	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 240	INTRODUCTION TO CREATIVE WRITING	3	This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.
ENG 260	FOLKLORE AND FAIRYTALES	3	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping, and use of folklore and fairytales in society.

ENG 265	THE SHORT STORY	3	This course examines the short story through notable works and writers.
ENG 270	LITERARY INTERPRETATION AND ANALYSIS	3	This course introduces students to the practice of literary analysis through reading and interpretation of major works. Students will discuss forms and theories as a foundation on which to build analytical skills.
ENG 280	RHETORIC AND CRITICAL THINKING	3	This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.
ENG 295	CHILDREN'S LITERATURE	3	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.

ENG 301	AMERICAN ETHNIC LITERATURE	3	This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics/Latinos, and Asian Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.
ENG 313	WRITING PROPOSALS	1	This is a one-credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.
ENG 340	CREATIVE WRITING	3	This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.
ENG 380	APPLIED LINGUISTICS	3	This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.

ENG 437	LITERARY GENRES ACROSS CULTURES	3	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.
ENG 437CA	LITERARY GENRES ACROSS CULTURES	3	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.
ENG 480	APPLIED RHETORIC	3	This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.
ENG 495	ADVANCED CREATIVE WRITING	3	This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one-act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers' workshop will be an integral component of this course.

ENT 527	OPPORTUNITY ASSESSMENT AND INNOVATION	3	This course is an introduction to entrepreneurship and the entrepreneurial mindset. The course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapreneurship, and a social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 586	INFORMATIONAL TECHNOLOGY FOR ENTREPRENEURS AND LEADERS	3	Value is the seminal construct of a business proposition, yet it remains difficult to define and is subject to constant repositioning by industry and society. This course will examine the essence of changes in business value propositions and how technology plays an important role in today's business environment. The course will explore how innovation and the business cycle are linked by technology developments and how successful businesses across industry segments have been able to use innovation as a means to differentiate themselves while lowering costs.
ENT 588	INNOVATION AND DESIGN: CAPSTONE PROJECT	3	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENV 100T	PRINCIPLES OF ENVIRONMENTAL SCIENCE	3	This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.

ENV 310	ENVIRONMENTAL MANAGEMENT	3	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 315	GLOBAL CHANGE	3	This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.
ENV 320	ENVIRONMENTAL LAW	3	This course explores the administrative regulations and policies that are requisite to environmental protection. Federal, state, and local policies will be examined.
ENV 340	ENERGY AND THE ENVIRONMENT	3	This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

ENV 410	ENVIRONMENTAL TOXICOLOGY	3	The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.
ENV 420	ENVIRONMENTAL RISK ASSESSMENT	3	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.
ENV 430	ENVIRONMENTAL TECHNOLOGY	3	
ENV 431	PUBLIC POLICY ANALYSIS	3	This course will examine the fundamentals of public policy analysis to the environment. Students will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.

ESL 300	TEACHING ENGLISH LANGUAGE LEARNERS	3	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ETH 120	CULTURAL DIVERSITY IN THE UNITED STATES	3	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETH 316	ETHICS AND SOCIAL RESPONSIBILITY	3	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the interrelated nature of ethics, morality, legal responsibility, and social issues.
ETH 321	ETHICAL AND LEGAL TOPICS IN BUSINESS	3	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of business law, and understand intellectual property rights.

ETH 321T	ETHICAL AND LEGAL TOPICS IN BUSINESS	3	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of business law, and understand intellectual property rights.
ETH 328	DATA ETHICS AND SECURITY	3	This course provides students with an overview of the legal and ethical implications of data. Students will examine the legal and ethical issues that must be considered throughout the lifecycle of data analytics including collection, storage, analysis and presentation. Other topics include, privacy, security, classification, and discrimination. After completion of this course, students will be able to understand the legal and ethical considerations that are necessary when utilizing particular types of data, collection methods, and analysis techniques.
ETH 557	ACCOUNTING ETHICS	3	In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.
EXAM 799	COMPREHENSIVE EXAMINATION	1	The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.

FIN 366	FINANCIAL INSTITUTIONS	3	This course develops a conceptual framework for understanding how recent and current events affect the financial environment. Financial markets are examined with a focus on their utilization by financial institutions, the pricing of financial assets, the impact of the Federal Reserve, the internationalization of financial markets, and the impact of recent events. Financial institutions such as insurance companies, commercial banks, and investment banks are covered. The institutions are described with a focus on regulatory aspects and management use of financial markets and performance.
FIN 370	FINANCE FOR BUSINESS	3	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: financial statement analysis, time value of money, financial markets and institutions, risk and return, financial planning, and international finance.
FIN 370T	FINANCE FOR BUSINESS	3	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 375	FINANCIAL MANAGEMENT IN THE SMALL BUSINESS	3	This course focuses on the role that financial management plays in the development and sustainability of a small business. The course provides a detailed review of forecasting, budgeting, daily cash flow management techniques, and monitoring financial performance. Specifically, students will address funding, debt management, cash-flow management, and financial planning, from the small business perspective.

FIN 402	INVESTMENT FUNDAMENTALS AND PORTFOLIO MANAGEMENT	3	This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 410	WORKING CAPITAL MANAGEMENT	3	This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable, and inventory management will also be explored.
FIN 415	CORPORATE RISK MANAGEMENT	3	This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.
FIN 419	FINANCE FOR DECISION MAKING	3	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 419T	FINANCE FOR DECISION MAKING	3	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420	PERSONAL FINANCIAL PLANNING	3	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.
FIN 422	RETIREMENT AND BENEFIT PLANNING	3	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deductions and contribution limits, and create a full financial plan, including retirement, for an individual.
FIN 428	INSURANCE FOR FINANCIAL PLANNING	3	This course will prepare students to make insurance policy recommendations as part of a financial plan. After completion of this course, students will be able to apply concepts of medical, life, and property insurance to financial planning, and understand concepts underlying risk and insurance management for financial plans.

FIN 467	REAL ESTATE INVESTMENT	3	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment.
FIN 486	STRATEGIC FINANCIAL MANAGEMENT	3	This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 571	CORPORATE FINANCE	3	This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.
FIN 575	PROJECT BUDGET AND FINANCE	3	This course focuses on the development of a financial plan. Students will develop a revenue forecast, draft a budget, and create a profit and loss statement. Students will identify sources of funding, understand the importance of a break-even analysis, and calculate and interpret performance measures for business decision-making and sustainability.

FIN 580	GLOBAL CAPITAL MARKETS	3	This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.
FIN 585	FINANCIAL CONTROLLING	3	This course analyzes several topics concerning financial control. Students will explore, design, and use the cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, and use of balanced scorecard to evaluate financial/nonfinancial managerial performance.
FIN 590	AUDIT AND COMPLIANCE MANAGEMENT	3	The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.
FIN 591	REAL ESTATE INVESTMENT	3	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.

FIN 592	MERGERS AND ACQUISITIONS	3	This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.
FIN 711	FINANCIAL MEASURES OF VALUE ADDED	3	This course will assist doctoral students with understanding and employing financial tools and techniques in different stages of an entrepreneurial organization with special emphasis on new venture finance and private equity. Students will also gain insights into the different types of financing and evaluate the appropriate financing alternatives at various phases of the organization's life.
FINCB 571	CORPORATE FINANCE	3	This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing. Competency 16: The student will distinguish between sources, requirements, and risks associated with various types of long- and short-term financing capital structure. Competency 17: The student will assess cash flow, valuation, and key performance indicators for financial growth and sustainability. Competency 18: The student will evaluate the effects of economic and market conditions on financial performance.
FP 100	EVERYDAY ECONOMICS AND FINANCES	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.

FP 100T	EVERYDAY ECONOMICS AND FINANCES	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
GBM 380	GLOBAL BUSINESS	3	In this course, students will describe major forces in the global environment and their impact upon business strategies, operations, and decision making. Upon completion of this course, students should have developed a global mindset and have a broader awareness of the intricacies of the global business environment.
GEN 201	FOUNDATIONS FOR UNIVERSITY SUCCESS	3	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals and develop skills in critical thinking, collaboration, and communication.
GEO 180	PHYSICAL GEOGRAPHY	3	This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.

GFT 500	Teaching Gifted and Talented Learners	3	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
GFT 501	Curriculum and Instruction for Gifted and Talented Learners	3	This course focuses on the theory, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for diverse gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.
GFT 503	Assessment for Gifted and Talented Learners	3	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.
GFT 505	Critical Thinking Skills for Gifted and Talented Learners	3	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.

GHA 548	FOUNDATIONS OF GERONTOLOGY FOR HEALTH ADMINISTRATORS	3	This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, myths and stereotypes of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.
GHA 551	BIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF AGING	3	This course examines the process of aging and explores health care programming and support systems that promote the health of the aging population. These topics are applied in a health administration context to disease prevention, health maintenance, and selected disorders that effect health and independent living.
GHA 557	SOCIAL AND CULTURAL ASPECTS OF AGING	3	This course examines social and cultural perspectives on aging and their implications for health administrators serving aging populations. Public and personal aspects of aging will be addressed. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.
GHS 563	LEADERSHIP AND PUBLIC POLICY IN GLOBAL/HOMELAND SECURITY	3	This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. The leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability to deliberate violent acts.

GHS 573	INTELLIGENCE INTEGRATION IN GLOBAL/HOMELAND SECURITY	3	This course allows students to explore the collaboration of intelligence and law enforcement communities (Intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.
GHS 583	MULTI-DISCIPLINARY GLOBAL AND HOMELAND SECURITY ISSUES	3	This course focuses on curriculum and instruction for gifted and talented learners. Instructional strategies, diversity, higher-level thinking skills, technology, and assessment are explored. Participants examine curriculum development and implementation, classroom environment, and instructional materials for gifted and talented learners.
GHS 593	CRITICAL INFRASTRUCTURE ANALYSIS AND PROTECTION	3	This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.
GLG 220	PHYSICAL GEOLOGY	3	This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering, and erosion systems.

GMGT 520	EXTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	This course explores issues and factors that influence global business and which are outside the direct control of the organization. We shall explore how to research, analyze, and understand the various external elements so that we can devise successful strategies for global business. Topics include: globalization, culture, ethical considerations, politics and the law, government intervention, country risk assessment and foreign market entry strategy.
GMGT 530	INTERNAL ENVIRONMENT OF GLOBAL BUSINESS	3	This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540	GLOBAL STRATEGY FORMULATION AND IMPLEMENTATION	3	This course introduces the principles and tools for managerial use in the development, implementation, and review of strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues.
HCIS 140	FUNDAMENTALS OF ELECTRONIC HEALTH RECORDS	3	This course introduces students to the fundamentals of electronic health records (EHR) in today's healthcare environment. An overview of information systems, functions, workflows, health information accessibility, and healthcare transactions and billing are introduced to prepare students for work with electronic health records. The introduction of EHR software will also be explored.

HCIS 250	STRUCTURE, DESIGN, AND TOOLS OF ELECTRONIC HEALTH RECORDS	3	Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient's electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of healthcare settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.
HCIS 270	APPLICATION OF ELECTRONIC HEALTH RECORDS	3	Students in the capstone course for the electronic health records (EHR) will continue to use an EHR software application to develop foundational skills related to administrative tasks, data charting, insurance and billing, regulatory compliance, and reporting. Students will demonstrate mastery processing an electronic health record.
HCIS 305	TERMINOLOGY AND CULTURE OF THE HEALTHCARE INDUSTRY	3	This course provides students with a foundational set of health care terminology utilized in a variety of health care settings and applications. The courses also provides an overview of the various personnel and forms of provider service models in the health care delivery systems. Topics will include common disease manifestations and processes that impact the delivery of health care services.
HCIS 318	HEALTH CARE INDUSTRY TERMS FOR IT PROFESSIONALS	3	This course provides students with basic health care industry terms in a variety of health care work settings for information technology professionals. Students will review terms and concepts related to emerging technologies, the structure and roles within health care, and the privacy and security considerations needed for health care systems.

HCIS 352	FOUNDATIONS OF IT IN THE HEALTH CARE ENVIRONMENT	3	This course provides an overview of the integration of technology within the health care industry. Students will examine systems, networking and database concepts, the processes used in the selection and application of electronic health records, and the evaluation of future information technology systems. Methods to make informed business decisions related to the use of technology in health care will be addressed.
HCIS 410	PROJECT PLANNING AND IMPLEMENTATION IN HEALTH CARE	3	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.
HCIS 420	INFORMATION SYSTEMS RISK MANAGEMENT IN HEALTH CARE	3	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation, and use of computer based information systems.
HCM 440	HEALTH CARE DATA ANALYTICS	3	This course will introduce students to the role of data and analysis in healthcare. Students will understand the concepts of analytics, informatics, the electronic health record and other data sources that can be used to support organizational strategies and initiatives. Other topics include, ethical and privacy issues in healthcare and the role of social media and mobile initiatives. Students will conduct a case study on a topic in healthcare analytics and implement recommendations for improvement.

HCP 513	HEALTH CARE COMPLIANCE FOUNDATIONS	3	The learner will explore the purpose and organization of compliance in the health sector as well as the role of compliance and compliance officers. Topics include regulatory agencies, accreditation, professional licensing, enforcement, quality, and policies.
HCP 514	LEADING COMPLIANCE IN HEALTH CARE ORGANIZATIONS	3	The learner will examine structures and systems of healthcare organizations and how they inform the responsibilities of a compliance professional. Course topics include the ethical responsibilities of compliance, HIPAA and OSHA, and other compliance-related healthcare standards and regulations including whistleblower protection in the U.S.
HCP 516	AUDITING, MONITORING AND CORRECTIVE ACTION IN COMPLIANCE	3	The learner will compare and contrast auditing and monitoring in healthcare compliance. The course focuses on report writing using root cause analysis and corrective action plans, as well as the industry-accepted process of presenting these plans to compliance boards and committees.
HCP 517	COMMUNICATION AND REPORTING MECHANISMS IN COMPLIANCE	3	The learner will create a compliance program and present it in their chosen healthcare sector, in a manner currently accepted by the healthcare industry. Course topics include policies and standard operating procedures, training and education, documentation and presentation.

HCR 201	MEDICAL BILLING AND CODING	3	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	MEDICAL INSURANCE	3	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with the various medical insurance plans offered by health care payors.
HCR 203	MEDICAL CLAIMS PROCESSING AND COMPLIANCE	3	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. HIPAA and compliance requirements will also be covered.
HCS 120	MEDICAL TERMINOLOGY FOR HEALTH CARE PROFESSIONALS	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.

HCS 131	BUSINESS COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 131T	BUSINESS COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 182	INTRODUCTION TO FINANCIAL CONCEPTS	3	This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.
HCS 207	Introduction to Medical Terminology	3	In this course, students are introduced to medical terminology used within the health care industry. The course will cover medical terminology related to the main body systems and their functions as well as word building through the use of word roots, prefixes, suffixes, and combining forms. Also, students will explore the importance of medical terminology in the health care industry.

HCS 214	ANATOMY AND PHYSIOLOGY I	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 216	ANATOMY AND PHYSIOLOGY II	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 219	INTRODUCTION TO HEALTH CARE FINANCE	3	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care. Students will explore the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the use of financial documents.
HCS 224	HEALTH CARE OFFICE MANAGEMENT	3	This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.

HCS 235	HEALTH CARE DELIVERY IN THE U. S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 245	INTRODUCTION TO HEALTH AND DISEASE	3	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 265	THE MANAGERIAL ENVIRONMENT OF HEALTH CARE	3	This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.
HCS 305	HEALTH CARE PROFESSIONAL DEVELOPMENT	3	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.

HCS 321	BUSINESS COMMUNICATION FOR HEALTH CARE MANAGERS	3	This course offers students the knowledge and skills to effectively communicate in a variety of health care workplace settings. Students will focus on business writing correspondence, effective communication strategies, and collaboration skills required by health care managers.
HCS 325	HEALTH CARE MANAGEMENT	3	The course explores fundamental concepts of management theory as applied to health care. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.
HCS 335	HEALTH CARE ETHICS AND SOCIAL RESPONSIBILITY	3	This course identifies ethical issues in health care. It is designed to encourage students to clarify individual ethics values in regards to health care issues. Content includes discussion of theories, principles, and values for students to consider a variety of ethical viewpoints from a managerial perspective.
HCS 341	HUMAN RESOURCES IN HEALTH CARE	3	This course examines the complexities and multiple issues involved in human resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

HCS 370	ORGANIZATIONAL BEHAVIOR	3	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design. This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.
HCS 380	HEALTH CARE ACCOUNTING	3	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	HEALTH CARE FINANCE	3	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCS 412	PROJECT MANAGEMENT FOR HEALTH CARE PROFESSIONALS	3	This course provides foundational project management skills used within a variety of health care settings. Topics include project scoping, time estimating, budgeting, and controlling to improve outcomes, streamline processes, and increase efficiencies for health care managers.

HCS 430	LEGAL ISSUES IN HEALTH CARE: REGULATION AND COMPLIANCE	3	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.
HCS 433	DIMENSIONS OF HEALTH AND THE OLDER ADULT	3	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.
HCS 446	FACILITY PLANNING	3	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, as well as examine the regulatory compliance requirements.
HCS 449	HEALTH ADMINISTRATION CAPSTONE	3	Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the health care environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

HCS 451	HEALTH CARE QUALITY MANAGEMENT AND OUTCOMES ANALYSIS	3	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.
HCS 455	HEALTH CARE POLICY: THE PAST AND THE FUTURE	3	This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.
HCS 456	RISK MANAGEMENT	3	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.
HCS 457	PUBLIC AND COMMUNITY HEALTH	3	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model, students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 465	HEALTH CARE RESEARCH UTILIZATION	3	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition, students will analyze the key elements of evidence-based research within health care.
HCS 468	REGULATORY AND COMPLIANCE WITHIN THE HEALTH CARE INDUSTRY	3	This course focuses on regulatory and compliance issues within the health care industry. Topics include health care regulatory agencies, the impact of compliance on the operations of health care delivery, and health care laws. The course will also examine current health care policies and the implications for regulatory compliance.
HCS 472	MARKETING IN THE HEALTH CARE INDUSTRY	3	In this course students will examine current marketing trends used within the health care industry. Students will focus on a variety of marketing strategies required by health care managers to promote programs, products and services to health care consumers.
HCS 475	LEADERSHIP AND PERFORMANCE DEVELOPMENT	3	This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process, as well as examine and analyze effective performance indicators for staff and organizational goals.

HCS 483	HEALTH CARE INFORMATION SYSTEMS	3	This course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.
HCS 487	TECHNOLOGY AND SYSTEMS APPROACH FOR HEALTH CARE MANAGERS	3	The course examines the integration of technology used within health care systems. Students will focus on the processes used in the selection, implementation, and evaluation of health information systems. Emphasis on methods used by health care managers to make informed business decisions related to the application and use of technology within the health care industry will be covered.
HCS 490	HEALTH CARE CONSUMER - TRENDS AND MARKETING	3	In this course, students will have the opportunity to examine the traits, trends, and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services, and differentiation of health care web sources.
HCS 493	DATA ANALYTICS FOR HEALTH CARE MANAGERS	3	This course focuses on the use of data analytics for health care managers. Emphasis will be on data collection, tools, and strategies related to the use of data to improve health outcomes. Students will manage, analyze, and interpret data to identify areas for continuous system improvement.

HCS 498	STRATEGIC DECISION MAKING FOR HEALTH CARE MANAGERS	3	This capstone course examines the techniques of strategic planning for decision making in the health care industry. Students will be required to demonstrate mastery of Program Student Learning Outcomes through the strategic planning process by formulating strategic decisions to manage within various health care environments.
HCS 499	HEALTH CARE STRATEGY CAPSTONE	3	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.
HCS 504	INTRODUCTION TO GRADUATE STUDY IN HEALTH SCIENCES/NURSING	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Topics include program standards and objectives; graduate-level oral and written communication; locating, evaluating, and citing scholarly resources; and purposes and use of portfolios.
HCS 507	ADVANCED PHARMACOTHERAPEUTICS	3	This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the lifespan.

HCS 529	CONTEMPORARY HEALTH CARE FACILITY DESIGN	3	This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.
HCS 542	HEALTH CARE RESEARCH	3	This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.
HCS 565	ORGANIZATION AND MANAGEMENT OF AGING SERVICES	3	This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.
HCS 567	ENTREPRENEURSHIP IN HEALTH CARE	3	This course will set up the context of entrepreneurship and new business development, examining the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 577	FINANCIAL MANAGEMENT IN HEALTH CARE	3	This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analysis. The course provides students with experience in capital and operating budgets, and financial forecasts.
HCS 589	HEALTH CARE STRATEGIC MANAGEMENT	3	This is the capstone course for the graduate health care programs. The development and presentation of a health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, and regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.
HEA 711	HISTORY AND PHILOSOPHY OF HIGHER EDUCATION	3	This course introduces and examines the major features of the financial functions operative within various types of higher education institutions. The financial functions of various types and sizes of post-secondary institutions will be presented. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: public and private, non-profit and for-profit entities; small, medium, and large entities; urban, suburban, and rural entities; and unionized and non-unionized entities. In each case, traditional, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed. Traditional, new, and emerging administrative practices being utilized by financial managers to control the economic dynamics engendered by various combinations of the above variables will be discussed.
HEA 712	HIGHER EDUCATION LAW, POLICY AND THE REGULATORY ENVIRONMENT	3	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.

HEA 713	HIGHER EDUCATION ECONOMICS, FINANCE AND STRATEGIC PLANNING	3	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.
HEA 721	ORGANIZATIONAL THEORY, INNOVATION AND CHANGE MANAGEMENT	3	In this course, students will analyze the factors that have resulted in contemporary innovative changes in higher education. The course will focus on leadership influences in the evaluation and application of change management models, strategies, and tactics that promote effective institutional innovation.
HEA 722	ACADEMIC AND STUDENT AFFAIRS ADMINISTRATION	3	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 731	STUDENT DEVELOPMENT, ADULT EDUCATION, AND STUDENT DIVERSITY	3	This course will provide an understanding of traditional, non-traditional and diverse students in higher education through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to student development.

HEA 732	CURRICULUM DEVELOPMENT, ASSESSMENT, AND PROGRAM EVALUATION	3	In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.
HEA 733	GLOBAL MODELS AND INTERNATIONAL ISSUES IN HIGHER EDUCATION	3	This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated. International governance structures and accreditation processes will be analyzed and compared. Current international issues in higher education will also be explored.
HINF 500	INFORMATICS FOR HEALTH ADMINISTRATION	3	This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.
HINF 510	THE SYSTEMS LIFE CYCLE	3	This course will focus on the systems life cycle in the context of selection, implementation, and integration of information systems across the health sector. Topics include performing interoperability assessments, determining key elements of data system designs, planning for end-user training and support, and securing buy-in from stakeholders.

HINF 520	DATA MANAGEMENT AND DESIGN IN HEALTH ADMINISTRATION	3	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.
HIS 110CA	U.S. HISTORY TO 1865	3	This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America's colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes/consequences of the Civil War.
HIS 210	AZ CONSTITUTION	3	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 301	UNITED STATES CONSTITUTION	3	This course is an introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and the Court's evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, and the issues of slavery and civil rights as seen through major court decisions.

HIS 305	CALIFORNIA STATE HISTORY	3	This course provides students with the political, economic, and social history of California. Topics include pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.
HIS 311	NEVADA AND U.S. CONSTITUTION	3	This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.
HIS 335	EUROPE AND THE WORLD WARS	3	This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.
HIS 341	ANCIENT WORLDS	3	This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.

HIS 356	THE HISTORY OF AFRICA	3	This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.
HIS 510	AZ CONSTITUTION	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 511	U.S. CONSTITUTION	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 514	AZ CONSTITUTION	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.

HIS 516	U.S. CONSTITUTION	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 518	U.S. CONSTITUTION	2	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIT 300	INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY	3	This course provides an overview of the history of health information technology in the United States. The student is introduced to the various forms of technology resources commonly found in private and public health sectors. This includes the historic application of information technology resources to healthcare.
HIT 350	HEALTH INFORMATION SYSTEMS SUPPORT	3	This course covers computer systems and the role of IT support in today's health care environment. This includes the installation and maintenance of Health IT Systems relating to hardware, software, programming, database management, and telecommunications.

HIT 450	IMPLEMENTATION AND MANAGEMENT OF HEALTH INFORMATION SYSTEMS	3	This course covers IT project management knowledge utilized in health care business operations. Coursework explores the application of technology planning, management, and leadership skills for working in Health Information Systems environments.
HLTH 510	Health and Nutrition for Educators	3	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.
HM 370	HOSPITALITY MANAGEMENT	3	This course provides an overview of the advanced concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of hospitality while examining operations, security, maintenance, and managerial challenges and responsibilities within the industry.
HM 475	HOSPITALITY DECISION ANALYSIS	3	This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, evaluate financial data for decision-making, and develop sales and marketing strategies for a hospitality organization.

HM 482	HOSPITALITY ANALYTICS FOR DECISION MAKING	3	This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).
HPE 270	PHYSICAL EDUCATION AND HEALTH FOR EDUCATORS	3	This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.
HPE 540	TEACHING AND LEARNING IN HEALTH PROFESSIONS EDUCATION	3	This course focuses on selecting and developing teaching strategies to facilitate student learning in health professions education contexts. Principles of adult learning provide the basis for developing and utilizing effective methods for different student learning styles and instruction modalities.
HPE 544	CURRICULUM DEVELOPMENT IN HEALTH PROFESSIONS CONTEXTS	3	This course will focus on health administration curriculum design in higher education and/or corporate settings. The learner will propose a program concept, develop its mission and vision, and create its program and course objectives. Topics also include the ADDIE model, curriculum mapping, and implementation plans.

HPE 549	EVALUATION AND ASSESSMENT METHODOLOGIES	3	This course will focus on best practice strategies for assessment and evaluation of health professions education programs. Rubric creation and collection and utilization of program/course feedback in higher education and corporate settings will be discussed.
HRM 300	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	3	This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 300T	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	3	This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 310	CHANGE MANAGEMENT	3	This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.

HRM 324	TOTAL COMPENSATION	3	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 324T	TOTAL COMPENSATION	3	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 326	EMPLOYEE DEVELOPMENT	3	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the importance training and development have on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 326T	EMPLOYEE DEVELOPMENT	3	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the importance training and development have on employee motivation. The course will also explore methods of program design, development, and assessment.

HRM 350	INTERNATIONAL HUMAN RESOURCE MANAGEMENT	3	This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.
HRM 420	HUMAN RESOURCE RISK MANAGEMENT	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.
HRM 420T	HUMAN RESOURCE RISK MANAGEMENT	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.
HRM 498	STRATEGIC HUMAN RESOURCE MANAGEMENT AND EMERGING ISSUES	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.

HRM 498T	STRATEGIC HUMAN RESOURCE MANAGEMENT AND EMERGING ISSUES	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 546	HUMAN RESOURCE LAW	3	This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.
HRM 548	RECRUITMENT AND RETENTION PRACTICES	3	This course prepares students to evaluate and develop a workforce to attain organizational goals. Students will learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.
HRM 552	ORGANIZATIONAL TRAINING AND DEVELOPMENT	3	This course applies development and training concepts to enhance organizational performance. Students will develop an employee engagement strategy. Other topics include training program development and delivery, employee relations, organizational development theories and applications, behavior issues, and performance management.

HRM 558	RESEARCH IN HUMAN RESOURCE MANAGEMENT	3	This course applies research methods to human resource functions. Students will learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.
HRM 595	HUMAN RESOURCE CAPSTONE COURSE	3	This capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the strategic alignment of human resource management within the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.
HRM PA533	HUMAN CAPITAL DEVELOPMENT IN THE PUBLIC SECTOR	3	This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic, union management relations, employee/employer relations.
HS 205	HUMAN SERVICE HELPING PROCESS AND SELF-CARE	3	This course overviews the foundations of Human Services as the field applies to community assistance and support. Students will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying client needs and improving helping skills. Students will also examine techniques of self-care and support for the human service worker. These topics will include crisis and shock techniques, stress management, and internalization prevention of the human service professionals.

HS 215	INTRODUCTION TO THE HUMAN SERVICES PROFESSION	3	This course focuses on the depth in which the human service profession affects our nation's communities. Student will define what community is and outline the needs of communities related to children, seniors and families as a whole. Special attention will be given to events that shaped human services in the last 20 years.
HS 225	INTRODUCTION TO CASE MANAGEMENT AND HELPING STRATEGIES	3	This course provides an introduction to the dynamic and fast-paced area of case management. Understanding the roles, responsibilities, and the planning required in successfully managing client cases are the key themes of this course. Students will examine many phases of client cases, starting with obtaining information and progressing to implementing and monitoring client action plans.
HS 235	PUBLIC POLICY, SOCIAL WELFARE, AND RESEARCH	3	This course explores research and information gathering methods needed to assess communities, public policy and social welfare. The tenets of public policy are explored and relationships are extrapolated based on systems of welfare, and the real-world context of meeting the needs of communities. Students examine historical perspectives of welfare systems, and basis for use in public policy. (3 credits)
HS 245	FUNDAMENTALS OF WORKING WITH PEOPLE	3	This course is designed to build a general overview of how to work with people. A correlation between life, family, goals, and losses is folded into the concept of working with people. This course explores the understanding of people from a high level overview, to a foundational level of how they can be helped. Key factors are unlocked including, race, gender, social class, religious contexts and ability to achieve. The role and structure of families is explored. Emphasis is placed on how to connect people in need to services available. Students will also have an opportunity to reflect on their own biases and develop methods to avoid bias while working with people in need.

HS 255	HUMAN SERVICE CAPSTONE COURSE	3	This course is a culmination of the human services program content, integrating students' education and experiences from previous courses. Using authentic contexts, students will demonstrate their skill as human service professionals. Additionally, students will construct a portfolio which includes a personal philosophy statement on their desire to work in human services and a self-reflection on their professional goals.
HSM 230	ETHICAL ISSUES IN HUMAN SERVICES ORGANIZATIONS	3	This course explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.
HSM 240	PUBLIC POLICY DEVELOPMENT IN HUMAN SERVICES	3	This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.
HSM 260	FINANCIAL MANAGEMENT FOR HUMAN SERVICE MANAGERS	3	This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270	PROGRAM PLANNING AND GRANT PROPOSAL WRITING IN HUM SERV	3	This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.
HSN 301	PHARMACOLOGICAL INTERVENTIONS I	3	This course examines the registered nurse's role in medication management, reconciliation, education, and safety.
HSN 311	PHARMACOLOGICAL INTERVENTIONS II	3	This course builds on the knowledge and skills acquired in Pharmacological Interventions I. Complex patients, genetics and genomics, and the use of complementary and alternative medications are examined.
HSN 376	HEALTH INFORMATION TECHNOLOGY FOR NURSING	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.

HSN 470	HEALTH POLICY, LAW, AND ETHICS	3	This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues to the RN generalist role. Students will analyze legislative impact on nursing practice, ethical issues, ANA Code of Ethics and regulatory governance.
HSN 476	HEALTHCARE POLICY AND FINANCIAL MANAGEMENT	3	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
HSN 525	RESEARCH METHODOLOGIES FOR THE NURSE ADMINISTRATOR	4	This course focuses on the nurse administrator's role in overseeing the application of nursing research in diverse health care settings. A key focus is utilizing research to improve patient outcomes. Topics include research methodologies, processes for population-based research, and evidence-based practice. This course requires 20 hours of practicum.
HSN 555	HUMAN RESOURCES IN HEALTH CARE	3	This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of practicum.

HSN 560	ORGANIZATIONAL SYSTEMS AND INFORMATICS	3	This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of practicum.
HSN 565	ORGANIZATIONAL CHANGE AND NEGOTIATION	3	The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of practicum.
HSN 570	FINANCIAL RESOURCE MANAGEMENT	3	This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of practicum.
HSN 575	QUALITY MANAGEMENT AND OUTCOMES	4	This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of practicum.

HST 155	U. S. HISTORY TO 1865	3	This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.
HST 165	U. S. HISTORY 1865 TO 1945	3	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	THE AMERICAN EXPERIENCE SINCE 1945	3	This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying a historical perspective to analyze contemporary issues.
HST 206	LATIN AMERICA	3	This course provides an overview of the history of Latin America. Topics include politics, economic development, international relations, and cultural development.

HST 275	GLOBAL CIVILIZATIONS TO 1500	3	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.
HST 276	GLOBAL CIVILIZATIONS SINCE 1500	3	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HST 320	HISTORY RESEARCH METHODS	3	This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.
HST 409	AMERICAN REVOLUTION	3	This course examines the American Revolutionary period from 1763 to 1789. Emphasis will be given to the causes of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans. The course will conclude with the development of the Constitution as closure of the revolutionary era. Topics in this course will address aspects of the political, economic, social, and cultural history of the American Revolution.

HST 498	HISTORY CAPSTONE	3	This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.
HTT 201	INTRODUCTION TO HOSPITALITY	3	This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, food service, and lodging industries.
HTT 211	HOSPITALITY, TRAVEL, AND TOURISM, SUPERVISION	3	This course introduces the tourism industry and its major components as well as a focus in hospitality supervisory skills. It covers current issues in tourism and their effects on the hospitality industry as a whole, including economic, political, and cultural forces, and quality of life effects on host locals. Career opportunities within travel and tourism are also discussed.
HTT 221	IT IN HOSPITALITY	3	This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.

HTT 231	FINANCE FOR HOSPITALITY PROFESSIONALS	3	This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.
HTT 241	FOOD AND BEVERAGE MANAGEMENT	3	This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.
HTT 251	HOSPITALITY OPERATIONS	3	This course studies hospitality operations through the lens of the hotel and lodging industry and covers its history, growth, development, and future direction. Topics include front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines the importance of guest service operations and a review of career opportunities in lodging and resorts.
HUM 105	WORLD MYTHOLOGY	3	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.

HUM 115	CRITICAL THINKING IN EVERYDAY LIFE	3	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.
HUM 150	INTRODUCTION TO FILM STUDIES	3	Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.
HUM 186	MEDIA INFLUENCES ON AMERICAN CULTURE	3	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the United States and around the world.
HUM 300	THE GLOBAL VILLAGE	1	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.

HUM 375CA	INTEGRATIVE STUDIES	3	This course introduces students to the concept of integrative studies by acknowledging the depth of separate disciplines and their interrelationships, modes of inquiry, and the use of thematic relationships and connections between subject areas in teaching and learning. Emphasis is placed on the historical development of interdisciplinary inquiry, processes for developing integrated themes including learning styles and resources, and the criteria for implementing a theme study for the content-specific multiple subject classroom.
IM 300	DATA ORGANIZATION ARCHITECTURE	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
IM 305	DATA MODELING	3	This course provides an in-depth look at several intermediate design and architecture concepts. The course outlines the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.
IM 310	DATA ANALYTICS AND MODELING	3	This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, several schemas that drive how data is structured, and provide other database concepts relating to the design and architecture of data.

IOP 455	PROFESSIONAL ETHICS	3	This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision-making. Students will analyze case studies related to these issues.
IOP 460	ORGANIZATIONAL CULTURES	3	This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.
IOP 470	GROUP DYNAMICS	3	This course is designed to give students an understanding of group dynamics and small group processes. Topics explored include power, perception, motivation, leadership, decision-making, and team-building. The learning team concept will be utilized to examine many concepts of group dynamics in an organizational setting.
IOP 480	ASSESSMENT TOOLS FOR ORGANIZATIONS	3	This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Some assessment which will be covered in this course include DISC and 360 Evaluation. Analyses of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization. Exploration in talent management, organizational, cultural, and leadership assessments will be used in various assignments to assess student learning.

IOP 490	CAPSTONE PROJECT	3	This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.
ISCOM 361	PURCHASING AND PROCUREMENT	3	This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and the supply chain interdependencies. Students will address procurement from strategic, tactical, and operational perspectives.
ISCOM 370	STRATEGIC SUPPLY CHAIN MANAGEMENT	3	This course will provide a brief overview of supply chains and an in-depth perspective on strategic supply chain management. This course focuses on the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve sustainable competitive advantages locally and globally.
ISCOM 374	INTEGRATED LOGISTICS MANAGEMENT	3	This course prepares students to strategically plan, implement, optimize and control the efficient and effective flow and storage of goods, services, and related information from a point-of-origin to a point-of-consumption. This course also focuses on the total systematic approach of transportation, inventory management, warehousing, and customer services.

ISCOM 383	GLOBAL VALUE CHAIN MANAGEMENT	3	This course describes the global value chain network and interactions between buyers and sellers in an international business environment. This course explores the impact of globalization, security, economics, and culture on successful value chains.
ISCOM 386	SERVICE OPERATIONS MANAGEMENT	3	The course presents structured techniques for providing and evaluating operating efficiency and effectiveness in the hospitality industry. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, cost control, service expectations, project management, service training, performance evaluation, and analysis of guest feedback.
ISCOM 472	LEAN ENTERPRISE	3	This course provides a lean enterprise / operational excellence process improvement overview and company best practices implementation. Both manufacturing and services / office environment will be explored to address fundamental improvement practices. Problem solving, business flowcharting, process performance data collection and analysis, and the removal activities determined as wasteful or non-essential are explored.
ISCOM 476	INTEGRATED SUPPLY CHAIN APPLICATIONS	3	This course introduces students to the importance of a strategic plan and its interaction with and impact on supply chain applications. Students will be exposed to the processes of supply change creation and improvement and, as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.

ISCOM 480	SUPPLY CHAIN MANAGEMENT CAPSTONE	3	This supply chain management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address supply chain management challenges. Students will develop a plan for adding value to the management of the supply chain by focusing on logistics, purchasing, quality processes, and ethical and global considerations.
IST 710	FOUNDATIONS OF INFORMATION SYSTEMS MANAGEMENT	3	This course surveys several major content areas of information systems and technology management that will be examined at various organizational levels later in the Information Systems and Technology focus area of the Doctor of Management program. The major content areas (sub-domains) surveyed in this course include: systems; networking, the World Wide Web, and cloud computing; the concepts of data, information, knowledge, and wisdom (DIKW); and security and privacy. Upon completion of this course, the learners will be prepared to research, analyze, and define unique management considerations of each sub-domain as it affects various organization levels.
IST 722	INFORMATION TECHNOLOGY FOR TEAMS	3	Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied to teams. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from effective leadership and management of teams, practices and techniques to enable effective team collaboration and organizational learning, and current and future developments in information technology to improve team performance. Upon completion of this course, learners will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723	DEPARTMENTAL INFORMATION SYSTEMS	3	This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.

IST 724	ORGANIZATIONAL INFORMATION SYSTEMS MANAGEMENT	3	This course builds on foundational Information Systems and Technology (IST) concepts, management, and models introduced in IST/710 and other Doctor of Management (DM) courses and offers the opportunity to view and apply them at the organizational level. As the second course in the IST focus area of the DM program, IST/724 is precursor to coursework that will broaden beyond the organization to the global setting and finally into the realm of leading IS architecture and implementation. The major content areas (sub-domains) included in this course are: complexities of IT and of organizations; alignment of IT to the organization; and teams, models, and organizational effectiveness. At this level of learning (and management), the subjects are intertwined. Course readings are geared more to a balance every week within the scope of the course than to a strict adherence to that week's major topic. Upon completion of this course, the learners will be prepared to define and analyze issues related to the management and support of information systems and technology necessary to align to and support organizational objectives.
IST 731	PARTNERSHIP AND INDUSTRY INFORMATION SYSTEMS	3	This course extends the learning from previous intracompany relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IST domains that must be considered when developing partnerships and common industry relationships.
IST 732	GLOBAL INFORMATION SYSTEMS MANAGEMENT	3	This course extends the examination of the IST domains studied throughout the program to the global level. Learners will examine the application of the IST domains in the setting of a global economy and international business environment. Learners will be prepared to define the common information system (IS) management approaches for the development of business systems that can support global information systems requirements.
IST 733	INFORMATION SYSTEMS MANAGEMENT ARCHITECTURE	3	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.

IT 200	DIGITAL SKILLS FOR THE 21ST CENTURY	3	Digital Skills for the 21st Century is a course focused on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls, and harness them to their advantage; those who can't are left behind with competitive disadvantages. Today's workforce needs to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course include cloud computing, unified communication platforms, cyber security, social media, and mobile computing.
JRN 310	INTRODUCTION TO JOURNALISM	3	This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
JRN 320	RESEARCH FOR JOURNALISM	3	This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.
JRN 330	JOURNALISTIC WRITING I	3	This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current styles. Differences will be identified in writing for various audiences for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.

JRN 340	JOURNALISTIC WRITING II	3	This course focuses on the application of the diverse journalistic writing techniques used in today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.
JRN 350	CONTROVERSIAL ISSUES IN JOURNALISM	3	This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 360	STORYTELLING: A MULTIMEDIA APPROACH	3	This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.
LAW 441	BUSINESS LAW FOR SMALL BUSINESS AND ENTREPRENEURS	3	This course provides students with overview of the legal issues faced by small businesses and entrepreneurs. Students will examine the legal aspects of incorporation, human resource considerations, the regulatory environment, and legal business structures.

LAW 531	BUSINESS LAW	3	This course prepares students to evaluate the legal risks associated with business activity. Students develop methods to manage an organization's legal obligations. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW 531T	BUSINESS LAW	3	This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW PA513	LAW AND PUBLIC ADMINISTRATION	3	This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
LCO 336	ORGANIZATIONAL COMMUNICATION THEORY	3	This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.

LCO 348	ADVANCED GROUP COMMUNICATION AND LEADERSHIP	3	This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task-oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.
LCO 372	LEADERSHIP COMMUNICATION ETHICS	3	This course will focus on the ethical challenges and responsibilities of being a competent leader and communicator in a diverse and changing world. Students will learn to apply ethical and moral leadership theory and reasoning to a variety of organizational communication processes and contexts.
LCO 465	CONFLICT MANAGEMENT	3	This course will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.
LCO 480	SOCIAL MEDIA AND THE ORGANIZATION	3	This course will focus on the strategic implementation of social media tools as they relate to a firm's integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.

LDR 300	INNOVATIVE LEADERSHIP	3	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 300T	INNOVATIVE LEADERSHIP	3	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 305	FOUNDATIONS OF LEADERSHIP	3	This course provides an overview of leadership theories, models, and principles. Students will gain insight into effective leadership attributes, leadership styles, organizational vision, corporate responsibility, and ethical practices.
LDR 306	ORGANIZATIONAL LEADERSHIP: BUILDING A PERFORMANCE CULTURE	3	In this course, students will examine practices used to engage, inspire, and successfully lead people and organizations, with a focus on motivation, behavioral management, employee development and empowerment, diversity, culture, and performance improvement.

LDR 306T	ORGANIZATIONAL LEADERSHIP: BUILDING A PERFORMANCE CULTURE	3	In this course, students will examine practices used to engage, inspire, and successfully lead people and organizations, with a focus on motivation, behavioral management, employee development and empowerment, diversity, culture, and performance improvement.
LDR 307	LEADERSHIP STRATEGY AND DECISION MAKING	3	Effective decision making takes a variety of perspectives and information into account, using reliable sources and reasoned approaches in support of an overall strategy. This course investigates business tactics and problem-solving techniques used in long- and short-term planning, organizational governance, innovation and creative disruption, and efficiency improvement. Topics include business model analysis and design, resource allocation, quality enhancement, contingency planning, and entrepreneurship.
LDR 307T	LEADERSHIP STRATEGY AND DECISION MAKING	3	Effective decision making takes a variety of perspectives and information into account, using reliable sources and reasoned approaches in support of an overall strategy. This course investigates business tactics and problem-solving techniques used in long- and short-term planning, organizational governance, innovation and creative disruption, and efficiency improvement. Topics include business model analysis and design, resource allocation, quality enhancement, contingency planning, and entrepreneurship.
LDR 308	COMMUNICATION STRATEGIES FOR LEADERS	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.

LDR 308T	COMMUNICATION STRATEGIES FOR LEADERS	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.
LDR 309	LEADING THROUGH CHANGE	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.
LDR 309T	LEADING THROUGH CHANGE	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.
LDR 310	APPLIED LEADERSHIP CAPSTONE	3	The applied leadership capstone provides students with an opportunity to integrate content from throughout the program and demonstrate vital leadership principles and skills.

LDR 310T	APPLIED LEADERSHIP CAPSTONE	3	The applied leadership capstone provides students with an opportunity to integrate content from throughout the program and demonstrate vital leadership principles and skills.
LDR 320	INCLUSIVE LEADERSHIP: DIVERSITY IN THE WORKPLACE	3	This course provides students with an overview of inclusive leadership practices used to effectively manage and motivate employees, with a focus on cultural awareness, workplace diversity, intercultural communication strategies, change management, employee development and empowerment, and performance improvement.
LDR 320T	INCLUSIVE LEADERSHIP: DIVERSITY IN THE WORKPLACE	3	This course provides students with an overview of inclusive leadership practices used to effectively manage and motivate employees, with a focus on cultural awareness, workplace diversity, intercultural communication strategies, change management, employee development and empowerment, and performance improvement.
LDR 535	LEADING CHANGE	3	This course applies leadership concepts to create organizational change. Students will create a plan to lead an organizational change in which they have no direct authority over necessary decisions. Other topics include leadership theories, organizational theory, levels of organizational change, and transformation leadership.

LDR 711A	LEADERSHIP THEORY AND PRACTICE	3	In this course, students explore the theoretical and applications-based fundamentals of leadership to advance their skills and knowledge as scholar-practitioner-leaders.
LDR 721	ETHICAL LEADERSHIP AND THE LEGAL LANDSCAPE	3	This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.
LDR 722	ETHICAL LEADERSHIP AND THE LAW IN THE GLOBAL ENVIRONMENT	3	This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.
LDR 726	THE DYNAMICS OF GROUP AND TEAM LEADERSHIP	3	Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.

LDR 731	CONTEMPORARY ISSUES IN LEADERSHIP	3	This course explores leadership strategies and issues focusing on a changing workforce, short and long-term directions, decision-making, and performance expectations leading towards a sustainable and profitable organization. The focus is on business results that encompass organizational development and issues driving and implementing organizational change.
LDR 736	ARCHITECTURE OF LEADERSHIP	3	This course exposes students to historical and emerging leadership theories to enable them to develop their own individual leadership style to effectively lead in an unpredictable and rapidly changing environment. The course emphasizes the importance of leadership decision-making and maintains a strong future forward orientation in attaining organizational goals and achieving performance excellence.
LDRCB 535	LEADING CHANGE	3	This course applies leadership concepts to create organizational change that increases value for stakeholders. Topics include leadership theories, organizational development approaches, servant leadership, and transformation leadership. Students will create a plan to lead an organizational change in which they have no direct authority. Competency 7: The student will assess leadership theories and approaches to support organizational change. Competency 8: The student will assess organizational culture to improve alignment between the culture, mission, vision, values, and strategies. Competency 9: The student will develop strategies and tactics to implement positive organizational change.
LEO 583	STRATEGIC PLANNING FOR THE LAW ENFORCEMENT SECTOR	3	This course will introduce students to the tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.

LEO 593	TECHNOLOGY FOR THE LAW ENFORCEMENT EXECUTIVE	3	This course examines technologies that effect the operations and administrative responsibilities of the law enforcement executive. The course provides the student with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their personal and career goals.
LIT 235	SURVEY OF ENGLISH LITERATURE TO 1798	3	This course is a survey of English literature through 1798.
LIT 245	SURVEY OF ENGLISH LITERATURE SINCE 1798	3	This course is a survey of English literature since 1798.
LIT 255	SURVEY OF AMERICAN LITERATURE TO 1860	3	This course is a survey of American literature through 1860.

LIT 265	SURVEY OF AMERICAN LITERATURE SINCE 1860	3	This course is a survey of American literature since 1860.
LIT 304	SHAKESPEARE	3	This course will focus on Shakespearean literature and will cover significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	MAJOR AMERICAN NOVEL	3	This course examines the American novel through major genres and authors.
LIT 330	MODERN POETRY	3	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.

LIT 375	LITERARY THEORY AND CRITICISM	3	This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.
LIT 410	LITERATURE OF THE FANTASTIC	3	This course examines the genre of science fiction and fantasy through notable authors and works.
LSM 404	INTRODUCTION TO LIFESPAN MANAGEMENT	3	This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.
LSM 412	MANAGEMENT WITHIN THE LIFESPAN INDUSTRY	3	This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.

LSM 417	REGULATIONS IN LIFESPAN MANAGEMENT	3	This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.
LSM 423	FINANCIAL STRATEGIES FOR LIFESPAN MANAGEMENT	3	This course provides students with a focus on the financing and reimbursement of lifespan management. Course content will focus on financial strategies to support environments for lifespan populations. Students will also learn about various payers and reimbursement practices that impact the management of lifespan services.
LSM 429	LIFESPAN MANAGEMENT CAPSTONE	3	This course is the capstone for the lifespan management content where students apply management, financial, and regulatory strategies to demonstrate industry aligned competencies. Students will explore personal and professional career goals within the lifespan management industry.
LTC 310	SOCIAL AND COMMUNITY RELATED PROGRAMS AND SERVICES	3	This course provides an overview of programs and products related to our rapidly expanding long-term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.

MBL 400	MOBILE FUNDAMENTALS	3	This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML5, CSS, and JavaScript® languages for mobile devices. On completion, participants will be able to plan, design, and create simple mobile applications.
MBL 402	ANDROID MOBILE DEVELOPMENT	3	This course will cover the basics of coding for the Android™ platform. Topics include use of the Android™ APIs, persistent data retrieval and storage, testing, and publishing. On completion of the course, participants will be able to develop, test, debug, and publish working mobile applications.
MBL 404	ANDROID MOBILE IMPLEMENTATION	3	This course will continue to build on the fundamentals covered in Android Mobile Development I. Topics include services, multithreading, networking and publishing. Upon completion of the course, participants will be able to both develop useful mobile applications and implement effective testing and deployment strategies.
MBL 406	IOS MOBILE DEVELOPMENT	3	This course will cover the basics of iOS programming. Topics include Swift programming language, persistent data retrieval; and storage, testing, and publishing. On completion of the course, students will be able to develop, test, debug, and publish working mobile applications.

MBL 408	IOS MOBILE IMPLEMENTATION	3	This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include web services, media, gaming, data integration, security, and distribution. Upon completion of the course, participants will be able to develop sophisticated mobile applications and distribute as well as monetize these apps.
MFCC 537	CHILD AND ADOLESCENT COUNSELING	3	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behaviors and learning problems are explored.
MFCC 551CA	LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY	3	This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.
MFCC 556	FAMILY SYSTEMS THEORY	3	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.

MFCC 561	FAMILY INTERVENTIONS	3	This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.
MFCC 566	ADVANCED MARRIAGE AND FAMILY THERAPY	3	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 567	SEMINAR IN MARRIAGE AND FAMILY COUNSELING	3	In this course, students will be required to apply marriage and family counseling theory, along with therapy skills acquired throughout the program. Students will gain a deeper understanding of working with diverse families, families in transition, families with mental health issues, families facing crisis and trauma, along with current trends in marriage and family counseling.
MFCC 591	PRE-PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	3	This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.

MFCC 5910	ORIENTATION TO PRACTICUM IN MARRIAGE AND FAMILY COUNSELING	0	This course is an orientation to the pre- practicum and practicum courses.
MFCC 592	PRACTICUM	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
MFCC 597A	INTERNSHIP A	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597B	INTERNSHIP B	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 597C	INTERNSHIP	3	Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.
MFCC 599A	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING A	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 599B	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING B	3	Practicum in Marriage and Family Counseling is a 600-hour clinical experience required of all MSC students. The practicum is divided into two 300-hour sections, each lasting 15 weeks (Nevada has three 200-hour sections). The practicum experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
MFCC 599C	PRACTICUM IN MARRIAGE AND FAMILY COUNSELING C	3	Practicum in Marriage and Family Counseling is a 600-hour clinical experience required of all MSC students. The practicum is divided into two 300-hour sections, each lasting 15 weeks (Nevada has three 200-hour sections). The practicum experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

MGT 230	MANAGEMENT THEORY AND PRACTICE	3	This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.
MGT 312	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, and describe the relationship between job satisfaction and job performance, and the relationship between the human resource function and organizational development.
MGT 312T	ORGANIZATIONAL BEHAVIOR FOR MANAGERS	3	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 314	HOSPITALITY ENTREPRENEURSHIP	3	This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.

MGT 316	MANAGING WITH A GLOBAL MINDSET	3	In this course, students will examine primary business functions, economic systems, operational processes, and decision-making principles used to effectively manage business operations.
MGT 316T	MANAGING WITH A GLOBAL MINDSET	3	In this course, students will examine primary business functions, economic systems, operational processes, and decision-making principles used to effectively manage business operations.
MGT 330	MANAGEMENT THEORY, PRACTICE, AND APPLICATION	3	This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.
MGT 362	CHANGE MANAGEMENT AND IMPLEMENTATION	3	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.

MGT 362T	CHANGE MANAGEMENT AND IMPLEMENTATION	3	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.
MGT 401	SMALL BUSINESS: STRUCTURE, PLANNING, FUNDING	3	This course provides an overview of the small business from concept through funding. Emphasis on designing a competitive business model, crafting the business plan, forms of ownership, and exploring funding options.
MGT 411	INNOVATIVE AND CREATIVE BUSINESS THINKING	3	This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects span theory and practice and draw upon examples from multiple industry sectors.
MGT 418	EVALUATING NEW BUSINESS OPPORTUNITIES	3	This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

MGT 420	MANAGING QUALITY IN THE SUPPLY CHAIN	3	This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.
MGT 434	EMPLOYMENT LAW	3	This course provides an overview of federal statutes and state-regulated areas that affect the personnel function. Among topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
MGT 434T	EMPLOYMENT LAW	3	This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
MGT 445	ORGANIZATIONAL NEGOTIATIONS	3	This course provides an overview of negotiations in an organizational setting. Students learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students also examine conflict management techniques and emerging negotiation trends in globalization and technology.

MGT 448	GLOBAL BUSINESS STRATEGIES	3	The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.
MGT 465	SMALL BUSINESS AND ENTREPRENEURIAL PLANNING	3	This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include a strategic application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting the business plan to the realistic needs of a small business owner and entrepreneur.
MGT 498	STRATEGIC MANAGEMENT	3	This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan. Special emphasis is placed on business ethics, sustainability, innovation, and the legal environment of business.
MGT 521T	MANAGEMENT	3	This course allows students to explore the competencies of successful managers to understand the functions of business. Students develop an increased awareness of management theories, business processes, and of their own perceptions and values in order to manage and communicate with others more effectively. Other topics include graduate business program goals, argument construction, decision making, collaboration, and academic research.

MGT 526	MANAGING IN A CHANGING ENVIRONMENT	3	This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine fast-paced changes including evolving demographics and emerging technologies and how they relate to innovative talent management, leadership, and managerial responses to addressing future organizational challenges.
MGT 527	CONSULTING	3	This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.
MGT 538	MANAGING IN A CROSS-CULTURAL ENVIRONMENT	3	This course prepares students on how to manage across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and inclusion within a cross-border organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.
MGT 576	OPPORTUNITY EVALUATION AND VALUE CREATION	3	This course examines the processes of identifying, exploring, and exploiting opportunities for value creation-economic, social and/or environmental value. Students will learn how to create value within a large organization or entrepreneurial venture, a critical skill enabling entrepreneurial thinking. Students will gain exposure to strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.

MGT 598	CONSULTING PROJECT	3	This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.
MGT 711	STRATEGIC OPPORTUNITIES IN AN INTERNET-BASED GLOBAL ECONOMY	3	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing business and management models, assessing geopolitical and economic factors that influence business strategy, and decision making in a global environment.
MGT 716	MANAGEMENT PHILOSOPHIES	3	Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.
MGT 721	MANAGING THE RISKS IN A GLOBAL ENVIRONMENT	3	This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.

MGT 726	EMERGING MANAGERIAL PRACTICES	3	Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.
MGT 736	CONTEMPORARY SYSTEMS MANAGEMENT	3	Upon completion of this course, students will be prepared to manage and lead complex organizations through strategic decision making, resulting in business plans. Students focus on extended systems and theoretical and practical frameworks for systematically managing organizations.
MGTCB 526	MANAGING IN A CHANGING ENVIRONMENT	3	This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine fast-paced changes including evolving demographics and emerging technologies and how they relate to innovative talent management, leadership, and managerial responses to addressing future organizational challenges. Competency 1: The student will analyze the needs of organizations within a changing global business environment. Competency 2: The student will align operational needs with business strategies. Competency 3: The student will explain how evolving demographics and emerging technologies transform organizations.
MGTCB 576	OPPORTUNITY EVALUATION AND VALUE CREATION	3	This course examines the processes of identifying, exploring, and exploiting opportunities for value. You will learn how to create value within a large organization or entrepreneurial venture. This is a critical skill enabling entrepreneurial thinking. You will be exposed to different types of strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings. Competency 28: The student will evaluate opportunities to add economic, social, and environmental value for an organization. Competency 29: The student will evaluate competitive advantages and value-creating opportunities for organizations. Competency 30: The student will develop a value-creation strategy for an organization.

MHA 505	SYSTEMS THINKING IN HEALTH CARE ENVIRONMENTS	3	The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.
MHA 506	ETHICAL MARKETING: THE NEW HEALTH CARE ECONOMICS	3	The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.
MHA 507	LEVERAGING INFORMATICS IN THE HEALTH SECTOR	3	The learner will determine how best to "tell the story" by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking.
MHA 508	NAVIGATING THE REGULATORY ENVIRONMENT IN HEALTH CARE	3	The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures within organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action.

MHA 515	SCANNING THE HEALTH SECTOR AS AN INDUSTRY EXPERT	3	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts.
MHA 516	OPERATING IN STRUCTURE: HEALTH SECTOR POLICY AND GOVERNANCE	3	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organizations, and the importance of risk-based policy and governance models in the health sector.
MHA 520	SECTOR STAKEHOLDERS: IDENTIFYING AND CULTIVATING ALLIANCES	3	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization.
MHA 542	LEADING WITH AUTHENTICITY IN THE HEALTH SECTOR	3	The learner will begin to exemplify the traits of authentic and adaptive leadership in the context of the health sector. Topics include leading in complex environments (transparency, vulnerability, and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and meaningful collaboration.

MHA 543	TACKLING THE TALENT WAR IN THE HEALTH SECTOR	3	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and engagement.
MHA 560	CREATING A SUSTAINABLE LEGACY: HEALTHY COMMUNITIES	3	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.
MHA 598	LEVERAGING RESULTS TO BUILD BRAND IN THE HEALTH SECTOR	3	Learners will examine strategies for successfully elevating the role of the health care organization through a well-defined "brand". Topics will include brand-as-promise, brand-as-experience, and brand-as-emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.
MHA 599	CAPSTONE: LEADING THE ORGANIZATION THROUGH CHANGE	3	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.

MKT 310	PERSONAL SELLING	3	This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.
MKT 320	BUSINESS-TO-BUSINESS SALES MANAGEMENT	3	This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.
MKT 360	SALES FORCE MANAGEMENT	3	This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.
MKT 421	MARKETING	3	This course develops an understanding of the complexities public and private organizations face in developing, establishing, and implementing marketing strategies in both domestic and international markets. Areas of study include basic marketing concepts, marketing research, consumer behavior, branding, products/services, pricing, distribution channels, promotions, ethical marketing practices, global and multicultural marketing, and the technologies used throughout the marketing process.

MKT 421T	MARKETING	3	This course develops an understanding of the complexities public and private organizations face in developing, establishing, and implementing marketing strategies in both domestic and international markets. Areas of study include: basic marketing concepts, marketing research, consumer behavior, branding, products/services, pricing, distribution channels, promotions, ethical marketing practices, global and multicultural marketing, and the technologies used throughout the marketing process.
MKT 431	SMALL BUSINESS MARKETING	3	Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, developing effective pricing and advertising strategy.
MKT 435	CONSUMER BEHAVIOR	3	This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing strategy. Family and cultural factors that influence consumer behavior are considered as they relate to the development of marketing programs. Consumer decision-making processes are examined to develop marketing communications strategies. Tools are developed to measure the effect of consumer behavior theory in effective marketing strategies.
MKT 438	PUBLIC RELATIONS	3	This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

MKT 440	FUNDAMENTALS OF DIGITAL MARKETING	3	This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.
MKT 441	MARKETING RESEARCH	3	This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.
MKT 443	SOCIAL MEDIA MARKETING	3	The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.
MKT 444	HOSPITALITY MARKETING	3	This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer-relationships through marketing.

MKT 446	SEARCH ENGINE OPTIMIZATION	3	This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to perform a competitive analysis, create a keyword strategy, design a website architecture, create a page-level strategy, develop a content and social media strategy to enhance a website's ability to be found, and identify techniques and tools that enhance search results across user interfaces.
MKT 447	ADVERTISING AND CREATIVE STRATEGY	3	This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.
MKT 448	WEB ANALYTICS FOR DIGITAL MARKETING	3	This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.
MKT 468	CUSTOMER RELATIONSHIP MANAGEMENT	3	This course provides an overview of the sales management process, with an emphasis on the importance of developing the skills, attitudes, and thinking patterns needed in order to win customer satisfaction and loyalty. Specific behaviors, techniques, leadership styles, performance evaluation metrics, and future directions are provided to maximize professional success.

MKT 498	INTEGRATED MARKETING STRATEGY	3	This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.
MKT 544	INTEGRATED MARKETING COMMUNICATIONS	3	This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.
MKT 554	CONSUMER BEHAVIOR	3	This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.
MKT 562	ADVANCED INTERNATIONAL MARKETING	3	This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.

MKT 574	MARKETING: SOCIAL, MOBILE, AND ANALYTICS	3	This course examines the marketing process, marketing research, product development innovation, pricing strategy, distribution, advertising and promotion, and strategic marketing issues. Special emphasis will be placed on the analytical and digital aspects of marketing management. Students will be able to apply industry knowledge to navigate digital marketing topics and evaluate impact.
MKT 575	MARKETING STRATEGY	3	This course prepares students to manage the marketing process. Using creative problem-solving and decision-making skills, students will learn to identify market trends, prepare an industry analysis, and plan a marketing strategy to achieve organizational goals. Students will also become familiar with the concepts of consumer behavior, competitive advantage, branding, target market opportunities, and market differentiation and positioning.
MKT 578	PUBLIC RELATIONS	3	This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations, promotion, public relations tools, publicity, and ethics.
MKT 593	PRODUCT DESIGN AND DEVELOPMENT	3	In this content area capstone course, students design an innovative product or service that satisfies an unmet consumer need. Students use applied qualitative and quantitative research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, market research techniques, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.

MKT 711	MARKETING AND MANAGING THE CUSTOMER RELATIONSHIP	3	This course evaluates how organizations manage relationships with their customers and apply research-based marketing information to the development and marketing of products and services tailored to target customers. Topics include market segmentation, target marketing, delivering superior value, relationship marketing, ethics, and marketing strategy.
MKTCB 574	MARKETING: SOCIAL, MOBILE, AND ANALYTICS	3	In this course, you learn to develop marketing strategies, consider how to communicate value to target markets, learn the importance of branding, and look at marketing through digital and social media lenses and the relevance of legacy marketing approaches. You will practice these concepts and apply them by creating your own strategic marketing plan. Your strategic marketing plan is an important preparation for your capstone course, where you will assemble a complete business plan. Competency 19: The student will develop marketing strategies to promote products and services. Competency 20: The student will evaluate marketing communications channels to attract buyers and increase customer loyalty. Competency 21: The student will analyze the role of market research and data analytics in marketing planning.
MPA 503	PUBLIC ADMINISTRATION INSTITUTIONS AND PROCESSES	3	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.
MPA 533	LEADING ORGANIZATIONAL CHANGE IN THE PUBLIC SECTOR	3	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.

MPA 543	DATA ANALYSIS FOR PUBLIC POLICY AND MANAGEMENT	3	This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, posttesting, correlation, and forecasting.
MPA 553	PUBLIC FINANCE	3	This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 563	PUBLIC BUDGETING	3	In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.
MPA 573	PROGRAM EVALUATION	3	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.

MPA 583	PUBLIC POLICY PLANNING AND IMPLEMENTATION	3	This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy-making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy alternative evaluation, and stakeholder conflicts.
MPA 593	PUBLIC ADMINISTRATION APPLIED PROJECT	3	Students will utilize knowledge learned in the entire MPA program to develop a comprehensive applied public sector policy and implementation plan. It is highly encouraged that students develop a current project in partnership with an actual public sector leader in their organization.
MPA TM543	LEVERAGING TECHNOLOGY IN THE PUBLIC SECTOR	3	This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.
MPH 510	PUBLIC HEALTH PROFESSIONAL PRACTICE	3	This course examines the historical and chronological milestones of the field of public health; provides an overview of the goals and guidelines for public health practice through the next decade; provides an evaluation of ethical choices, values and professional practices implicit in public health decisions; considers the effect of public health choices on community stewardship and highlights equity, social justice and accountability in decision-making processes.

MPH 520	SOCIAL AND BEHAVIORAL ASPECTS OF PUBLIC HEALTH	3	This course focuses on concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. It addresses the behavioral, social and cultural factors related to individual and population health over the life-time. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.
MPH 530	EPIDEMIOLOGY CONCEPTS AND PUBLIC HEALTH DISEASES	3	This course provides an introduction to the skills needed by public health professionals to critically interpret disease. The main concepts of this course will cover distributions and determinants of disease, disabilities, injury, and death in human populations. This course provides an opportunity for learners to apply epidemiology concepts to case studies.
MPH 540	ENVIRONMENTAL AND OCCUPATIONAL HEALTH MANAGEMENT	3	This course provides a foundation to the ecological basis of health and disease. The application of the principles and framework of ecosystems in managing public health initiatives are addressed, including the social, biological, physical, and chemical factors that affect the health of organizations and communities. Hazardous agents found in occupational environments are reviewed for their potential health effects, and procedures for prevention of occupational illnesses and injuries are examined.
MPH 550	PUBLIC HEALTH STATISTICS	3	This course focuses on the development and application of health statistics and reasoning; and will discuss methods of addressing, analyzing, and solving problems in public health. The collection, storage, retrieval, analysis and interpretation of health data, and the design and analysis of health-related surveys and experiments are central to the practice of health data analysis.

MPH 560	PUBLIC HEALTH SYSTEMS AND SERVICES ADMINISTRATION	3	This course will introduce U.S. public health delivery systems and administration and management of these systems. Major components of administration and management principles within a health system or organization are examined, including the organization and financing of health care systems, access to health care, regulation and policy issues, and the health care workforce.
MPH 570	PUBLIC HEALTH POLICY AND LEADERSHIP	3	This course examines public health approaches to improve health through policy change. Theoretical and practical applications of legislative advocacy in the area of health policy are explored, along with the implications of research on public health policy development. Learners will evaluate the collaborative efforts between community groups, institutions, and local and state-level governments to make sustainable changes for improved health outcomes.
MPH 600	COMMUNITY RESILIENCY AND RESPONSE PREPAREDNESS	3	This course examines the ability of a community to use its assets to strengthen public health and healthcare systems and to improve the community's physical, behavioral, and social health to withstand, adapt to, and recover from adversity. This course provides learners with opportunity to expand their knowledge beyond the traditional preparedness approach by creating actions that build readiness while also promoting strong community systems and addressing the many factors that contribute to health. Key preparedness activities are reinforced with resilience factors to improve everyday health, wellness, and community systems.
MPH 601	PUBLIC HEALTH PROMOTION AND EDUCATION	3	This course examines health education theories and practices. Learners are given opportunity to create goals and objectives and apply theories and models of instructional strategies. Learners will create units of instruction for community health settings and populations. Strategies that enhance health education and health promotion for special populations are emphasized.

MPH 602	PUBLIC HEALTH COMMUNICATION AND ADVOCACY	3	This course is designed to provide learners with a critical understanding of the effects of media as a vehicle to promote and impede the achievement of public health goals. Learners will develop communication skills to use a variety of media strategies to advance public health policies and promote social change. Learners are provided with opportunity to advance their personal presentation and communication skills.
MPH 603	RACE AND ETHNICITY DETERMINANTS OF HEALTH	3	This course examines how race, ethnicity, and health intersect; explores determining factors of health such as patterns in demography; social environmental factors such as social class, racial and spatial segregation; healthcare inequalities; and systemic racism in contributing to inequalities in health.
MPH 604	SPECIAL TOPICS IN PUBLIC HEALTH	3	This course provides learners with an opportunity to apply public health professional principles and models and create solutions for current and relevant public health topics.
MPH 680	COMMUNITY HEALTH LEADERSHIP EXPERIENCE I	3	This course will provide learners with an opportunity to apply Community Health Leadership concentration competencies within a community health setting. In this first course of the two-part culminating project and practicum experience, students are required to complete a minimum 100 of the total 200 required hours of practicum work; submit a proposal of how the concentration competencies will be applied to their practicum experience; complete approval and tracking forms; complete a culminating project report.

MPH 690	COMMUNITY HEALTH LEADERSHIP EXPERIENCE II	3	This course will provide learners with an opportunity to apply Community Health Leadership concentration competencies within a community health setting. In this second course of the two-part culminating project and practicum experience, students are required to complete the remaining of the total 200 required hours of practicum work; complete tracking forms; complete a final summary report of practicum experience; evaluation of practicum experience; PowerPoint presentation of practicum experience; and a culminating project summary to include how the learner will utilize the practicum experience as part of their community health leadership portfolio or as a presentation at a public health conference or meeting.
MTE 001	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.
MTE 501	THE ART AND SCIENCE OF TEACHING	2	This course introduces teaching as both an art and a science. Topics for discussion include a historical overview, basic philosophies, professionalism, legal or ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 503	ORIENTATION TO ALTERNATIVE PATHWAY CERTIFICATE	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and the Student Teacher Performance Assessment will be discussed.

MTE 506	CHILD AND ADOLESCENT DEVELOPMENT	2	This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 507	ORIENTATION TO TEACHER EDUCATION	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 507CA	ORIENTATION TO TEACHER EDUCATION	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 510	Professional Knowledge, Skills, and Dispositions	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.

MTE 511	Child/Adolescent Growth, Development, and Learning	3	This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 512	Teaching the Exceptional Learner	3	This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
MTE 513	Evaluation and Data Literacy	3	This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.
MTE 516	Foundations of the Professional Educator	3	This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and will explore basic philosophies, professionalism, and legal and ethical ramifications in education.

MTE 517	TECHNOLOGY INTEGRATION FOR EDUCATORS	3	This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.
MTE 518	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES	3	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 522	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 522CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE FOR ELEM SETTINGS	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 523	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and recordkeeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523CA	MAINTAINING AN EFFECTIVE LEARNING CLIMATE	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and recordkeeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 528CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: VISUAL ARTS	3	This course explores the theory, application, and strategies of teaching the visual arts for the single subject teacher candidates. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact the arts. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
MTE 529	READING AND PHONOLOGICAL THEORY	2	This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.

MTE 531	CURRICULUM CONST & ASSMT: HISTORY/SOCIAL SCIENCE	2	This course defines and provides a context for teaching and assessing K-8 students in the area of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.
MTE 533	CURRICULUM CONSTRUCTS AND ASSESSMENT: SCIENCE AND MATHEMATICS	4	This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.
MTE 534	CURRICULUM CONST & ASSMT: VISUAL AND PERFORMING ARTS	2	This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
MTE 536	CHILDREN'S LITERATURE	3	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and assessment in reading. Methods for incorporating the use of children's literature in all content areas will also be examined.

MTE 537	CURRICULUM CONST & ASSMT: PHYSICAL EDUCATION and HEALTH	2	This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.
MTE 541CA	LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS	2	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English language learner (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
MTE 551	CURRICULUM CONSTRUCTS AND ASSESSMENT: PHYSICAL EDUCATION	3	This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction. Participants will explore the integration of various resources and literacy into physical education and examine parent and community involvement.
MTE 556	CURR CONSTR & ASSESS: DISTANCE ED METHODS FOR SEC SCHOOLS	3	This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 559	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY METHODS	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
MTE 562	ASSESSMENT AND EVALUATION	3	This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
MTE 564CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS	3	This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction. Participants will explore the integration of various resources and literacy into mathematics and examine parent and community involvement.
MTE 566	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 566CA	CURRICULUM CONST & ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. Participants will explore the integration of various resources and literacy into language arts and examine parent and community involvement.
MTE 567	CURRICULUM CONST & ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 567CA	CURRICULUM CONST & ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. Participants will explore the integration of various resources and literacy into social studies and examine parent and community involvement.
MTE 569	CURRICULUM CONSTRCTS AND ASSESSMENT: SECONDARY SCIENCE	3	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 569CA	CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY SCIENCE	3	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations. Participants will explore the integration of various resources and literacy into science and examine parent and community involvement.
MTE 583	STUDENT TEACHING	8	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Tasks 1, 2, and 3 of the teacher performance assessment.
MTH 110	HISTORY OF MATHEMATICS	1	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.
MTH 210	FUNDAMENTALS OF GEOMETRY	3	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.

MTH 213	Mathematics for Elementary Educators I	3	This is the first course of a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214	Mathematics for Elementary Educators II	3	This is the second course in a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability, and data analysis.
MTH 215	QUANTITATIVE REASONING I	3	Students apply advanced quantitative reasoning skills to solve real world problems. This course emphasizes modeling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 215T	QUANTITATIVE REASONING I	3	Students apply advanced quantitative reasoning skills to solve real world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.

MTH 216	QUANTITATIVE REASONING II	3	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.
MTH 216T	QUANTITATIVE REASONING II	3	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.
MTH 217	STATISTICS I	3	Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.
MTH 218	STATISTICS II	3	Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.

MTH 219	INTRODUCTION TO COLLEGE ALGEBRA	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 219T	INTRODUCTION TO COLLEGE ALGEBRA	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 220	COLLEGE ALGEBRA	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MTH 220T	COLLEGE ALGEBRA	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.

MTH 221	DISCRETE MATH FOR INFORMATION TECHNOLOGY	3	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
MTH 280	CALCULUS I	4	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.
MTH 290	CALCULUS II	4	This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums, and indefinite integrals, and apply these to real-life problems. The course concludes with the Fundamental Theorem of Calculus.
MTH 360	LINEAR ALGEBRA	3	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.

MTH 380	CALCULUS III	3	This course builds on the concepts of presented in MTH/310 Calculus I and MTH/320 Calculus II. Students examine functions of more than one variable, curves in space, and Newtonian mechanics in three dimensions. Students explore partial derivatives and differentials as well as local and global extrema. In addition, students use differentiation techniques for functions of many variables.
MTH 463	APPLIED STATISTICS	3	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. In addition, this course examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 530	LINEAR ALGEBRA	3	The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.
MTH 535	GEOMETRY	3	This course is designed for students to demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system. Students will apply theorems to evaluate various problems, analyze the properties of figures, and formulate equations utilizing geometric foundations.

MTH 540	STATISTICS	3	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, terminology, the appropriate use of techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 575	MATHEMATICS INSTRUCTION FOR SPECIAL EDUCATION	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
NRP 507	ADVANCED PHARMACOLOGY	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 507CA	ADVANCED PHARMACOLOGY	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.

NRP 508	HEALTH POLICY AND ROLE OF THE ADVANCED PRACTICE NURSE	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 508CA	HEALTH POLICY AND ROLE OF THE ADVANCED PRACTICE NURSE	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 511	ADVANCED PATHOPHYSIOLOGY	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 511CA	ADVANCED PATHOPHYSIOLOGY	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.

NRP 513	CLINICAL APPLICATIONS OF THEORY AND RESEARCH	4	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.
NRP 513CA	CLINICAL APPLICATIONS OF THEORY AND RESEARCH	4	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.
NRP 516	ADVANCED HEALTH ASSESSMENT	4	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for clients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.
NRP 531	ADVANCED HEALTH ASSESSMENT I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.

NRP 531CA	ADVANCED HEALTH ASSESSMENT I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 540	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	5	This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.
NRP 543	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	4	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.
NRP 543CA	MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS	4	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.

NRP 545A	ADULT AND GERIATRIC MANAGEMENT	4	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine, and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 545B	ADULT AND GERIATRIC MANAGEMENT	4	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 552	CLINICAL PROCEDURES	2	This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.
NRP 555	ADULT AND GERIATRIC MANAGEMENT I	4	This is the first of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.

NRP 555CA	ADULT AND GERIATRIC MANAGEMENT I	4	This is the first of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 556	ADULT AND GERIATRIC MANAGEMENT II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 556CA	ADULT AND GERIATRIC MANAGEMENT II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 560	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal obstetrics. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.

NRP 563	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 563CA	MANAGEMENT OF WOMEN'S HEALTH ISSUES	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 566	PRECEPTORSHIP	4	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.
NRP 571	ADVANCED HEALTH ASSESSMENT II AND CLINICAL PROCEDURES	4	This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.

NRP 571CA	ADVANCED HEALTH ASSESSMENT II AND CLINICAL PROCEDURES	4	This course is a continuation of NRP/531CA: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 590	FINAL PRECEPTORSHIP	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NRP 590CA	FINAL PRECEPTORSHIP	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NSG 302	PROFESSIONAL CONTEMPORARY NURSING ROLE AND PRACTICE	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.

NSG 345	MEDICAL/SURGICAL NURSING II: COMPLEX AND GERIATRICS	5	This course focuses on the care of patients with chronic and complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course. Clinical hours include immersive simulation learning.
NSG 410	PSYCHIATRIC AND MENTAL HEALTH NURSING	3	The focus of this course is the provision of nursing care to the client with alteration in mental health. Watson's theory of human caring will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Students are required to successfully complete 45 clinical hours to pass the course. Clinical hours include immersive simulation learning.
NSG 411	CARE OF THE MENTAL HEALTH PATIENT	4	This course focuses on evidence-based care of mental health patients and explores pharmacology and other treatment modalities, medication adherence, and access to care.
NSG 416	THEORETICAL DEVELOPMENT AND CONCEPTUAL FRAMEWORKS	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.

NSG 416CA	THEORETICAL DEVELOPMENT AND CONCEPTUAL FRAMEWORKS	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 420	COMMUNITY AND FAMILY NURSING	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 421	CARE OF THE FAMILY AND COMMUNITY	4	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 426	INTEGRITY IN PRACTICE: ETHIC AND LEGAL CONSIDERATIONS	3	This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.

NSG 430	EVIDENCE-BASED PRACTICE & INFORMATION TECH IN HEALTH CARE	4	Students will compare and contrast nursing research and evidence-based practice. The focus of the course examines nursing practices related to patient safety and quality of patient care. Impact of technology in health care delivery will be explored in relation to patient safety. Students are required to successfully complete 15 clinical hours to pass the course.
NSG 435	MATERNAL - CHILD NURSING	4	This course focuses on the use of Watson's theory of human caring in the care of the maternal-child dyad and family. Students are required to successfully complete 60 clinical hours to pass the course. Clinical hours include immersive simulation learning.
NSG 436	CARE OF THE MATERNAL-CHILD PATIENT	4	This course focuses on evidence-based nursing care of childbearing patients, newborns, and their families during prenatal, antepartum, and postpartum phases of care.
NSG 440	PEDIATRIC NURSING	4	This course focuses on the utilization of Watson's theory of human caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course. Clinical hours include immersive simulation learning.

NSG 441	CARE OF THE PEDIATRIC PATIENT	4	This course focuses on evidence-based care of pediatric and adolescent patients experiencing acute and chronic illnesses in a variety of care settings.
NSG 447	CARE OF THE COMPLEX MEDICAL-SURGICAL PATIENT	6	This course prepares students to function as registered nurses in the care of medically complex patients. This course advances the critical thinking, clinical judgment, and evidence-based decision making skills developed during the previous two medical-surgical courses.
NSG 450	EPIDEMIOLOGY AND GLOBAL HEALTH	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 451	PROFESSIONAL NURSING LEADERSHIP PERSPECTIVES	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.

NSG 451CA	PROFESSIONAL NURSING LEADERSHIP PERSPECTIVES	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSG 452	PUBLIC AND GLOBAL HEALTH	4	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 456	RESEARCH OUTCOMES MANAGEMENT FOR THE PRACTICING NURSE	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.
NSG 456CA	RESEARCH OUTCOMES MANAGEMENT FOR THE PRACTICING NURSE	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.

NSG 468	INFLUENCING QUALITY WITHIN HEALTHCARE	3	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSG 470	NURSING LEADERSHIP AND MANAGEMENT	4	This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course. Clinical hours include immersive simulation learning.
NSG 471	NURSING LEADERSHIP AND MANAGEMENT	4	This course examines the nurse as a manager of patient care using leadership and management principles. Promotion of quality patient care through delegation, problem-solving, interprofessional collaboration, and decision-making is explored. Review and preparation for the RN licensure examination is incorporated.
NSG 478	PROMOTING HEALTHY COMMUNITIES	4	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.

NSG 478CA	Promoting Healthy Communities	4	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.
NSG 480	NURSING SYNTHESIS	4	This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national licensure examination for registered nurses. This course prepares the student for the application process for RN licensure.
NSG 481	INFLUENCING NURSING PRACTICE	2	Students integrate knowledge of nursing practice and synthesize program knowledge to prepare for national licensure.
NSG 482	PROMOTING HEALTHY COMMUNITIES	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.

NSG 482CA	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.
NSG 485	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	4	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 485CA	Public Health: Health Promotion and Disease Prevention	4	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health; epidemiology, disease prevention, and health promotion for populations at risk; and national and global health organizations. A key focus is the application of public health principles. This course is designed for residents of the state of California.
NSG 486	PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.

NSG 486CA	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.
NSG 495	SENIOR LEADERSHIP PROJECT	4	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 498	SENIOR LEADERSHIP PRACTICUM	3	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 501	PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY I	3	This course presents an integrated approach to advanced pathophysiology, health assessment, and pharmacology in select patient populations. Collaboration and research are used to guide analysis and evaluation of pathological and pharmacological interventions.

NSG 502	PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY II	3	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 511	CONTEMPORARY NURSING PRACTICE	3	This course emphasizes the College of Nursing's philosophical framework for professional practice and the role of the graduate nurse as practitioner, leader, and researcher. Topics include conceptual models, nursing theory, theory frameworks, conceptual terms, and the utility and application of nursing theories in practice. A key focus is introducing students to various conceptual perspectives to guide new ideas, research questions, and interpretations in nursing practice.
NSG 512	NURSING RESEARCH	3	This course focuses on the role of the graduate nurse in research processes and evidence-based nursing practice. The key concepts focus on the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, data analysis, and the role of the nurse as scientist.
NSG 513	INTER-PROFESSIONAL LEADERSHIP AND MANAGEMENT	3	This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in health delivery systems, leadership in the current health care environment, and the future of nursing.

NSG 514	HEALTH LAW, POLICY, ETHICS, AND GLOBAL TRENDS	3	This course examines the influences of payer sources and regulation on health care policy, the ethical allocation of resources, and how economics impacts health care access. Exploration of global health trends broadens the nurse leader's awareness of ethical and economic influences on health issues.
NSG 516AD	PRACTICUM I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516ED	PRACTICUM I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516IN	PRACTICUM I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 517AD	PRACTICUM II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517ED	PRACTICUM II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517IN	PRACTICUM II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 531	PROGRAM AND COURSE DEVELOPMENT	3	Nurse educators are responsible for creating programs and courses for diverse settings while aligning to multiple regulations and standards for nursing education. Completing a needs assessment and developing effective programs and courses through a systematic framework is critical. Learners will evaluate instructional methods and theories for teaching and learning and will differentiate between the strategies used to develop, implement, and evaluate educational programs.

NSG 532	INNOVATIVE CURRICULUM DESIGN	3	Developing curriculum that aligns to the program's mission, standards, and outcomes is important in creating an effective program. Delivering curriculum to a diverse population in an organized fashion, taking into consideration the best modality for delivery, promotes engagement and critical thinking skills. Learners will analyze current trends and issues in curriculum design, evaluate innovations and technologies used to develop engaging curriculum, and determine best practices for course improvement.
NSG 533	EDUCATIONAL ASSESSMENT AND EVALUATION	3	Nurse educators count on reliable and valid information to evaluate the effectiveness of an educational program. Thoughtful creation of evaluation tools that align to an educational taxonomy is an important step in order to obtain qualitative and quantitative data that informs the nurse educator about how well learners are performing. Communicating assessment and evaluation results to others, and gaining their input, provides the nurse educator the opportunity to make curricular improvements based on stakeholder feedback. Learners will evaluate assessment methods used to measure performance and improve educational programs, and develop a communication strategy to share results with stakeholders.
NSG 534	FACILITATING ENGAGED LEARNING	3	Nurse educators use instructional design approaches to build effective courses with engaging activities and assignments. Creating interesting and innovative materials for learners and faculty is critical for learning success. Using technologies in the classroom, regardless of the delivery modality, provides learners and faculty with the most up-to-date educational resources available. Learners will analyze the systematic model of analysis, design, development, implementation, and evaluation to create instructional products and solutions.
NSG 536	Practicum Elective I	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.

NSG 537	Practicum Elective II	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a third practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 541	DATA ANALYSIS AND MANAGEMENT	3	The course challenges the student to manage data generated from the electronic health record. Data management may require recommendations for additional data or how to sort current data to obtain information necessary for comprehensive analysis which supports quality initiatives, risk management, or data trends.
NSG 542	INFORMATION WORKFLOW	3	This course requires the student to define patterns of workflow in order to manage data. There is a necessity to knowing what data will be needed by various departments within the organization. The student will demonstrate the ability to develop a plan for data distribution.
NSG 543	DATABASE MANAGEMENT	3	This course engages the student in management of databases to develop forms, tables, reports and queries. Database models will be explored. Data mining techniques will be explored to discover new knowledge that may be hidden in the stored data. Query will explored as a tool to manipulate data.

NSG 544	EVALUATION AND APPLICATION OF INFORMATION	3	This course explores the use of data for the purposes of strategic planning, reimbursement, rules and regulations, accreditation, and disease surveillance. Measures to assure data quality and validity will be explored.
NSG 545	ASSESSMENT, MEASUREMENT, AND EVALUATION	3	The course presents the use of statistical designs, qualitative data, and quantitative data in determining educational outcomes. A key focus is on assessment, measurement, and evaluation of clinical practice and nursing curriculum. This course requires 20 hours of practicum.
NSG 547	HUMAN RESOURCES MANAGEMENT	3	This course focuses on the nurse administrator's role for supervising the nursing personnel and support staff. The topics covered are common to nurse administrators. They include: responsibilities for recruitment, scheduling, counseling, coaching, mentoring, developing and evaluating nursing staff and support personnel. The legal implications surrounding interviewing, hiring, managing and terminating employment will also be explored.
NSG 550	ROLE OF THE NURSE ADMINISTRATOR	3	This course introduces the role of the nurse administrator in health care organizations. Topics include organizational theory, performance, and structure; change management; systematic processes; and human resource management. This course requires 20 hours of practicum.

NSG 557	ORGANIZATIONAL DYNAMICS AND SYSTEMS THINKING	3	This course focuses on organizational effectiveness, systems management. The role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery Principles and models of change will be explored.
NSG 567	FINANCIAL RESOURCES MANAGEMENT IN HEALTH CARE	3	This course engages the student in the processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Emphasis is placed upon the use of resources to support organizational mission and strategic vision.
NSG 577	CONTINUOUS QUALITY MONITORING AND OUTCOMES IMPROVEMENT	3	This course focuses on identification of quality markers within health care. The learner will utilize data to support development and evaluation of performance measures. The many variables which impact quality will also be considered.
NSG 580	PRACTICUM	4	This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of practicum.

NTC 245	FOUNDATION OF LOCAL AREA NETWORKS	3	This foundational course covers local area network topics, including rationale for networking. Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
NTC 248	FOUNDATIONS OF NETWORKING	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTC 248T	FOUNDATIONS OF NETWORKING	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTC 255	STORAGE AND MANAGEMENT OF DATA	3	This course introduces fundamental concepts and practices for information storage and management in cloud, virtualization, and networking environments. Included are elements and practices of data centers, information storage networking technology, storage systems, and business continuity practices. Also addressed are management and security in information storage infrastructures.

NTC 260	FOUNDATIONS OF CLOUD SERVICES	3	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 275	STORAGE MANAGEMENT CAPSTONE	3	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure.
NTC 300	CLOUD TECHNOLOGIES	3	This course will provide the knowledge and skills required to understand foundational and advanced cloud terminologies/methodologies; to implement, maintain, and deliver cloud technologies and infrastructures (e.g., server, network, storage, and virtualization technologies); and to understand aspects of IT security and use of industry best practices related to cloud implementations.
NTC 302	NETWORK WEB SERVICES	3	This course covers Network Web Services with a specific focus on Amazon Web services (AWS CCP). The course will help an IT professional gain knowledge and skills necessary to effectively demonstrate an overall understanding of the AWS Cloud, independent of specific technical roles.

NTC 304	CLOUD DEVELOPING	3	This course provides an introduction to developing on Amazon Web Services (AWS). Covering foundational knowledge on how to configure, develop, deploy and debug secure cloud-based applications using AWS. Designed to help students gain technical expertise in development using cloud technologies, this course prepares students to take the AWS Certified Developer - Associate level AWS Certification exam.
NTC 306	CLOUD OPERATIONS	3	The course will show students how to create automatable and repeatable deployments of networks and systems on AWS and covers specific AWS features and tools related to configuration and deployment. Students will learn how some AWS customers design their infrastructures and implement various strategies and services. Students will build a variety of infrastructures via guided, hands-on activities.
NTC 320	NETWORK DESIGN ASSOCIATE	3	This course provides an intensive workshop where the student will gain the hands-on experience in topics aligned to the CCDA: Cisco Certified Design Associate certification exam. Topics may include: understanding the methodology used to design a network; describing network structure and modularity; and designing enterprise campus networks, enterprise edge and remote network modules, IP addressing and routing protocols, and network services.
NTC 324	WINDOWS SERVER CONFIGURATION	3	This course provides students with the knowledge and skills necessary to install and configure Windows Server. The course covers server installation and configuration, server virtualization configuration, and maintaining and monitoring server environments.

NTC 326	ADMINISTERING WINDOWS SERVER	3	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Managing Network Services, Server Policy Infrastructure, and Managing Directory Services & Group Policy.
NTC 328	ADVANCED WINDOWS SERVICES	3	This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure & Access Solutions.
NTC 361	NETWORK AND TELECOMMUNICATIONS CONCEPTS	3	This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.
NTC 362	FUNDAMENTALS OF NETWORKING	3	This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Network routing, switching, and Wi-Fi are covered. Also covered in this course is an introduction to the OSI model, the TCP/IP model, basics of wireless communications standards, and network security.

NTC 405	TELECOMMUNICATIONS AND NETWORKING I	3	This course is designed to provide the fundamentals of basic telecommunications, including an introduction to standards, organizations and governing bodies, concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems, explaining how the electronic concepts assist in network troubleshooting.
NTC 406	TELECOMMUNICATIONS AND NETWORKING II	3	NTC/406 provides analysis of multiple aspects of computer networking including the seven levels of the open systems interconnection (OSI) model which is the basis for analysis of network protocols. Each aspect of networking is analyzed with the related theory applied to specific applications in the industry.
NTC 409	GLOBAL NETWORK ARCHITECTURE AND DESIGN	3	This course addresses the fundamentals of network design and analysis with an emphasis on business network needs. The network design techniques necessary for Local Area Network (LAN) and Wide Area Network (WAN) implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.
NTC 411	GLOBAL NETWORK MANAGEMENT, SUPPORT AND SECURITY	3	This course broadens the concept of network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts, and the available tools to the network designer. The development and management of the relationships between the enterprise and the Wide Area Network (WAN) providers is discussed. Network security, disaster recovery, and business continuity planning is also addressed in this course.

NTC 415	NETWORK INTEGRATION PROJECT	3	The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality, will be applied. End-to-end performance criteria and service levels guarantees will be examined as a part of network design project. Network capabilities to handle varying types of traffic, from low speed data to large image files and streaming video and digital voice, will be explored.
NTC 425	NETWORKING AND SECURITY IN HEALTH INFORMATION SYSTEMS	3	This course covers the concepts of health information security and networking. Content includes governmental regulations, data security, and working with Health Information Exchange (HIE) systems. Coursework explores contingency planning, network architecture, hardware, and system security concepts.
NUR 443	EVIDENCE-BASED NURSING RESEARCH AND PRACTICE	3	This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and use of research in nursing practice, evaluation of research, and conducting research.>
NUR 492	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program.

NUR 492CC	SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT	4	This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program.
NUR 590A	NURSING PRACTICUM-A	1	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with various nursing experts in clinical application projects.
NUR 590B	NURSING PRACTICUM-B	2	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with various nursing experts in clinical application projects.
NUR 598	RESEARCH UTILIZATION PROJECT	3	This is a graduate-level research course that focuses on utilization of a body of science knowledge in the practice setting. The student will develop a research proposal based on problems identified in nursing practice, evaluate the relevance of existing research, set forth a plan for implementation, and identify evaluation criteria to measure the outcomes of the research implemented.

OI 365	KNOWLEDGE MANAGEMENT AND INTELLECTUAL CAPITAL	3	In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.
OI 466	ORGANIZATIONAL INNOVATION INTEGRATED PROJECT	3	This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.
ONL 507	Digital Citizenship for Educators	3	The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real world functions and authentic applications.
OPS 330	STRATEGIC OPERATIONS AND LOGISTICS	3	Strategic operations and logistics are key to maximizing value, minimizing costs, and ensuring efficient process management. This course covers enterprise resource planning and continuous improvement processes used in workflow management, process integration, inventory and supply-chain management, data analysis, business forecasting, optimization, and quality improvement.

OPS 330T	STRATEGIC OPERATIONS AND LOGISTICS	3	Strategic operations and logistics are key to maximizing value, minimizing costs, and ensuring efficient process management. This course covers enterprise resource planning and continuous improvement processes used in workflow management, process integration, inventory and supply-chain management, data analysis, business forecasting, optimization, and quality improvement.
OPS 350	OPERATIONS MANAGEMENT	3	This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services. Topics include quality management, process design, capacity management, materials management, and project management.
OPS 400	BUSINESS PROCESS MANAGEMENT	3	This course introduces a process-oriented view of the flows of information, products and services through and across organizational functions. Students will analyze and document business processes and assess the efficiency and effectiveness of these processes to minimize cost and maximize value creation. Students will be able to identify process information, assess and improve process efficiency, learn to model and analyze business processes, and understand the interactions between human behavior and process design. Other topics include business process reengineering, lean six sigma, total quality management, and process innovation.
OPS 405	ENTERPRISE RESOURCE MANAGEMENT	3	This course provides an overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, finance and accounting. Students will learn the methodology and practice of ERP using an industry-leading software package to explore the interaction among the different business processes. Topics include business process integration, inventory management, master scheduling, and material and capacity planning. Concepts are applied through the use of current enterprise resource planning software.

OPS 415	SYSTEMS THINKING AND PERFORMANCE MEASUREMENT	3	This course provides an overview of systems thinking and information to measure and optimize an organization's performance. Topics include introduction of systems thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement.
OPS 420	OPERATIONS MANAGEMENT CAPSTONE	3	This operations management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address operations management challenges. Students will develop a plan for adding value to the management of the operation focusing on the processes, quality, human resources, financial, logistics, and organizational strategy.
OPS 571T	OPERATIONS MANAGEMENT	3	The course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.
OPS 572	OPERATIONS MANAGEMENT IN HEALTH CARE	3	The course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes in health care. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting for health care.

OPS 574	CREATING VALUE THROUGH OPERATIONS	3	This course examines the importance of effectiveness and efficiency and evaluates the potential trade-offs between them to create value within an organization. Students will learn to apply process analysis, process improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will understand the entire value chain and how these decisions integrate for efficient and effective performance across a network of organizations.
OPSCB 574	CREATING VALUE THROUGH OPERATIONS	3	This course examines the importance of effectiveness and efficiency and evaluates the potential trade-offs between them to create value within an organization. Students will learn to apply process analysis, process improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will understand the entire value chain and how these decisions integrate for efficient and effective performance across a network of organizations. Competency 25: The student will evaluate data-driven processes and approaches of an organization's operations. Competency 26: The student will apply process improvement principles to enhance organizational performance and value. Competency 27: The student will analyze organizational global supply chain process to maximize value.
ORG 535	PEOPLE AND ORGANIZATIONS	3	This course provides students with the interpersonal skills needed to motivate people in the workplace and the human resources skills necessary to manage group dynamics and create synergy among group members. The course will help to develop high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.
ORG 581	ORGANIZATIONAL DESIGN	3	This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority and control, specialization and coordination, intrapreneurship, and lateral organizations.

ORG 711	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR I	3	This course evaluates research on issues that organizations face in optimizing their performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 716	ORGANIZATIONAL THEORY AND DESIGN	3	Upon completion of this course, students will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, students will have the ability to systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness.
ORG 721	21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR II	3	The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.
ORG 726	THE IMPACT OF TECHNOLOGY ON ORGANIZATIONS	3	In this course, students evaluate the relationships among technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.

ORG 727	ORGANIZATIONAL DIAGNOSIS AND INTERVENTION	3	Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
ORGCB 535	PEOPLE AND ORGANIZATIONS	3	This course provides students with the interpersonal skills and self-awareness needed to motivate people in the workplace and to manage group dynamics to create synergy among group members. The course will focus on the development of the skill sets necessary to elicit high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies. Competency 4: The student will examine principles related to human resource management Competency 5: The student will analyze talent management approaches used to build high-performance organizations. Competency 6: The student will align human resource systems with business strategies.
PHL 310CA	CRITICAL THINKING ACROSS DISCIPLINES	3	This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem-solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.
PHL 320	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	This course explores the critical thinking techniques necessary to be an effective manager within an organizational setting. Students will focus on critical thinking and reasoning methods as they apply to management concepts within a work environment. Other topics include the use of critical thinking skills in the decision-making process as it applies for successful performance of employees and organizations and achieving desired business goals.

PHL 320T	CRITICAL THINKING AND DECISION MAKING IN BUSINESS	3	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.
PHL 410	CLASSICAL LOGIC	3	This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.
PHL 458	CREATIVE MINDS AND CRITICAL THINKING	3	In this course, students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.
PHL 736	POLITICAL ACUMEN AND ETHICS	3	Upon completion of this course, students will possess an insight into how leaders address current and future impacts on society and how leaders influence organizational commitment toward proactively addressing risk factors as well as legal, regulatory, and governmental requirements. Topics include public responsibility, organizational community involvement, and attaining and maintaining American corporation ethical standards in local and global environments.

PHY 101	FUNDAMENTALS OF PHYSICS	3	This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
PM 350	ORGANIZATIONAL PROJECT MANAGEMENT	3	This course provides an overview of project management concepts, phases, and methodologies used to optimize complex, organizational processes. Students will evaluate communication, leadership, financial, and operational practices that are used in support of strategic business initiatives.
PM 350T	ORGANIZATIONAL PROJECT MANAGEMENT	3	This course provides an overview of project management concepts, phases, and methodologies used to optimize complex, organizational processes. Students will evaluate communication, leadership, financial, and operational practices that are used in support of strategic business initiatives.
PM 571	PROJECT MANAGEMENT	3	This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.

PM 582	PROJECT LEADERSHIP	3	This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.
PM 584	PROJECT RISK MANAGEMENT	3	This course applies risk management concepts to project execution and its organizational objectives. Students will create contingency plans for a project and its organization. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.
PM 586	PROJECT QUALITY MANAGEMENT	3	This course applies quality control techniques to project development and implementation. Students will create a continuous quality-improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
PM 598	PROJECT MANAGEMENT CAPSTONE	3	In this capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.

POL 115	AMERICAN NATIONAL GOVERNMENT	3	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.
POL 215	STATE AND LOCAL POLITICAL PROCESSES	3	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political, and public policy challenges.
POS 221	WINDOWS SERVER CONFIGURATIONS	3	This course is a survey of Windows Server® configuration. Topics emphasize the structure and the various applications supported by Windows Server®. The course includes access to hands-on Windows® lab exercises.
POS 355	INTRODUCTION TO OPERATING SYSTEMS	3	This course provides an introduction to Operating Systems. Topics covered include Operating System concepts, program execution, and Operating System internals such as memory, processor, device, and file management. A variety of Operating Systems are compared and contrasted.

POS 408	.NET I	3	This course introduces C# development in the context of developing business applications. Students develop the knowledge and skills necessary to produce event-driven programs using Microsoft Visual Studio for the .NET environments. Topics include writing a C# program, variables and expressions, flow control, debugging error messages and programming in the .NET environment.
POS 409	.NET II	3	This course is an advanced study of the C# programming language in the .NET platform. It covers topics around managing program flow, creating and using types, implementing data access, debugging applications and implementing security.
POS 410	SQL FOR BUSINESS	3	This course provides an in-depth, hands-on workshop on the Structured Query Language (SQL). SQL provides a unified language that lets you query, manipulate, and control data in a business applications environment. This course is aligned to the requirements of the Advanced Business Analytics Certificate; which is designed to provide specific theories, competencies, and skills necessary for success in the field of business analytics.
POS 433	UNIX NETWORKING	3	This course is a survey of the UNIX® operations. The student will gain an understanding of the internal operations of the UNIX® system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX® system files, file systems and process, systems administration and security are also examined.

PRG 211	ALGORITHMS AND LOGIC FOR COMPUTER PROGRAMMING	3	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course covers procedural programming concepts, including data types, controls structures, functional decomposition, arrays, files, classes, and objects.
PRG 215	JAVA PROGRAMMING	3	Java is a general purpose programming language for platform-independent implementations. This course provides a general introduction to programming, basic computation, branching, loops, and object-oriented programming. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java Development Kit, Standard Edition.
PRG 218	INTRODUCTION TO C/C++	3	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming languages are used to produce simple computer programs.
PRG 280	PROGRAMMING IN HTML5 WITH JAVASCRIPT	3	This course provides students an introduction to HTML5 with JavaScript® and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript®.

PRG 281	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT I	3	This course covers enhanced HTML5 concepts using CSS3 and JavaScript®. This includes using Canvas and different HTML APIs, exposure to Windows Event Listener, and enhancing websites using animation, audio and video features.
PRG 282	WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT 2	3	This course covers developing web applications using HTML5, CSS3, jQuery, and JavaScript®. This includes use of different advanced JavaScript® APIs, such as Drag-and-Drop API, Web Storage API, Geolocation API, and the Web Socket API.
PRG 410	C++PROGRAMMING I	3	This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, arrays, and functions. There is also an introduction to object oriented concepts in C++.
PRG 420	JAVA PROGRAMMING I	3	This course is a study in Java programming. It covers topics around Java programming, variables, expressions, using branches and loops, storing data in arrays and using methods.

PRG 421	JAVA PROGRAMMING II	3	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications, the use of data files and other advanced topics.
PRG 430	PROGRAMMING PROJECT CAPSTONE: WEB OR CLOUD APPLICATION	3	In this hands-on project course, students use Python or Java skills to develop an application for web or cloud.
PSY 103	INTRODUCTION TO PSYCHOLOGY	3	This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical-thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.
PSY 110	PSYCHOLOGY OF LEARNING	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.

PSY 203	FOUNDATIONS OF PSYCHOLOGY	3	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 203T	FOUNDATIONS OF PSYCHOLOGY	3	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 205	LIFE SPAN HUMAN DEVELOPMENT	3	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 205T	LIFE SPAN HUMAN DEVELOPMENT	3	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.

PSY 215	CAREERS IN PSYCHOLOGY	3	This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.
PSY 225	POSITIVE PSYCHOLOGY	3	How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be 'free'? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.
PSY 240	THE BRAIN, THE BODY, AND THE MIND: ALL TOGETHER NOW	3	This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.
PSY 245	SURVEY OF RESEARCH AND STATISTICS	3	This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.

PSY 250	PSYCHOLOGY OF PERSONALITY	3	Introduction to the study of personality. An examination of classic theoretical explanations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSY 265	PSYCHOLOGY OF HUMAN SEXUALITY	3	This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.
PSY 275	INTRODUCTION TO ABNORMAL PSYCHOLOGY	3	This course introduces the study of major psychological disorders as defined in the DSM 5, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.
PSY 280	HUMAN GROWTH & DEVELOPMENT	3	This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.

PSY 300	GENERAL PSYCHOLOGY	3	General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.
PSY 301	EMOTIONAL INTELLIGENCE	1	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
PSY 305	PROFESSIONAL ORIENTATION IN PSYCHOLOGY	3	This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.
PSY 310	HISTORY AND SYSTEMS IN PSYCHOLOGY	3	The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.

PSY 315	STATISTICAL REASONING IN PSYCHOLOGY	3	This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.
PSY 320	HUMAN MOTIVATION	3	This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.
PSY 335	RESEARCH METHODS	3	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.
PSY 340	BIOLOGICAL FOUNDATIONS IN PSYCHOLOGY	3	This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.

PSY 345	SENSATION AND PERCEPTION	3	This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.
PSY 355	MOTIVATIONAL PROCESSES IN HUMAN PSYCHOLOGY	3	This course examines theories and research results pertaining to the structures (self-, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self- and person perception.
PSY 360	COGNITIVE PSYCHOLOGY	3	This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.
PSY 375	LIFE SPAN HUMAN DEVELOPMENT	3	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.

PSY 390	LEARNING AND COGNITION	3	This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.
PSY 400	SOCIAL PSYCHOLOGY	3	This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
PSY 405	THEORIES OF PERSONALITY	3	This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.
PSY 410	ABNORMAL PSYCHOLOGY	3	This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.

PSY 420	THEORIES OF BEHAVIOR	3	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.
PSY 425	CHEMICAL DEPENDENCY IN THE WORKPLACE	3	Using an issues-based approach, this course examines drugs of abuse and the impact of abuse on the individual, family, and society with an emphasis on the employer and work environment. Legal and ethical implications of chemical dependency in the workplace are addressed, and the hallmarks of creating drug-free workplace programs are examined.
PSY 435	INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3	This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
PSY 450	DIVERSITY AND CULTURAL FACTORS IN PSYCHOLOGY	3	A study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

PSY 460	ENVIRONMENTAL PSYCHOLOGY	3	In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.
PSY 475	PSYCHOLOGICAL TESTS AND MEASUREMENTS	3	This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480	ELEMENTS OF CLINICAL PSYCHOLOGY	3	This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.
PSY 490	CAPSTONE COURSE IN PSYCHOLOGY	3	This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

PSYCH 600	DEVELOPMENTAL PSYCHOLOGY	3	This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.
PSYCH 610	RESEARCH METHODS IN PSYCHOLOGY	3	This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.
PSYCH 620	MULTICULTURAL AND SOCIAL ISSUES IN PSYCHOLOGY	3	This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625	STATISTICS FOR THE BEHAVIOR SCIENCES	3	This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.

PSYCH 626	ELEMENTS OF HEALTH PSYCHOLOGY AND BEHAVIORAL HEALTH	3	This course is an overview of the field of health psychology and the origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of "unscientific" applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.
PSYCH 627	ILLNESS PREVENTION AND HEALTH PROMOTION	3	This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV-AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.
PSYCH 628	EVIDENCE-BASED INTERVENTIONS IN BEHAVIORAL HEALTH	3	This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.
PSYCH 629	INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY	3	In this course, students will be introduced to the domains of the Industrial Organizational (I- O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I- O field of study. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to the present day, the various ways that I-O psychologists contribute to organizations, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.

PSYCH 630	PHYSIOLOGICAL PSYCHOLOGY	3	This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.
PSYCH 635	PSYCHOLOGY OF LEARNING	3	This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 640	COGNITIVE PSYCHOLOGY	3	This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.
PSYCH 642	PERSONNEL PSYCHOLOGY	3	Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 645	PERSONALITY THEORIES	3	This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.
PSYCH 647	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	PSYCHOPATHOLOGY	3	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.
PSYCH 655	PSYCHOMETRICS	3	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.

PSYCH 658	WORK MOTIVATION AND JOB ATTITUDES	3	This course will allow students to evaluate various theories of motivation and develop a familiarity with, and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 660	ETHICS AND PROFESSIONAL ISSUES	3	This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.
PSYCH 665	INTEGRATIVE CAPSTONE: PSYCHOLOGY PAST AND PRESENT	3	This course will trace the historical progression of ideas and concepts in psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.
PSYCH 670	MASTER'S THESIS	3	Only those students who have developed a detailed and manageable analytic research proposal in PSYCH/665 may enroll in this course. During the course, the student will finalize a quantitative analytic research proposal from PSYCH/665. Students will complete an APA style manuscript by the end of the course.

PSYCH 705	PERSONNEL PSYCHOLOGY	3	Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives, including discussions about tests, assessment centers, interviews, succession planning, and departure. The course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.
PSYCH 706	HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK	3	In this course learners are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 708	WORK MOTIVATION AND JOB ATTITUDES	3	This course will allow learners to evaluate various theories of motivation and develop a familiarity with and understanding of pertinent research in the field. Learners will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 710	MASTER'S PROJECT	1	The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.

PSYCH 720R	DISSERTATION PROCESS	3	Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.
PSYCH 740	JUDGMENT AND DECISION MAKING	3	Students will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.
PSYCH 750	CONSULTING AND BUSINESS SKILLS	3	This course focuses on developing business presentations, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.
PSYCH 760R	CONSULTING PROCESSES IN I/O	3	The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.

PSYCH 770	ATTITUDE THEORY MEASUREMENT AND CHANGE	3	Students will gain an understanding of attitudes, opinions, and beliefs in relation to behavioral intentions and behaviors of individuals in the workplace. Areas include job satisfaction (general and various facets), job involvement, organizational commitment, and perceptions of fairness.
PSYCH 780	CONSUMER BEHAVIOR	3	The relation between the producers (or distributors) and consumers (actual or potential recipients) of goods and services will be discussed, based on the application of a variety of social science research methodologies.
PSYCH 799	COMPREHENSIVE EXAM	1	The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leaderships, and research. Students will demonstrate a requisite understand of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level.
QNT 275	STATISTICS FOR DECISION MAKING	3	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory to support decision making for business, and understand how inferential analytical methods are used for different types of business decisions.

QNT 275T	STATISTICS FOR DECISION MAKING	3	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory for inferential decision making for business, and perform trend analyses.
QNT 375	BUSINESS DATA ANALYTICS	3	This course provides an overview of applied business research, statistical tools, and data analytics used to support strategic decision making. Students will examine methods used to frame business problems, conduct research, collect and evaluate data for validity and reliability, determine patterns and trends in performance, and effectively present conclusions.
QNT 375T	BUSINESS DATA ANALYTICS	3	This course provides an overview of applied business research, statistical tools, and data analytics used to support strategic decision making. Students will examine methods used to frame business problems, conduct research, collect and evaluate data for validity and reliability, determine patterns and trends in performance, and effectively present conclusions.
QRB 501	QUANTITATIVE REASONING FOR BUSINESS	3	This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools, graphs, tables, and charts. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.

RDG 201CA	READING AND WRITING CONCEPTS	3	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	CHILDREN'S LITERATURE	3	This course examines the use of Children's literature in the elementary school classroom. Various genres are studied, as well as the application of Children's literature to instruction and to assessment in reading. Methods for integrating the use of Children's literature in all content areas are examined.
RDG 351	EARLY CHILDHOOD LITERACY DEVELOPMENT	3	In this course, students learn about creating an environment in the early childhood setting that promotes literacy skill development. Students examine theories and strategies for language development; strategies and assessments to support literacy learning; and strategies to support vocabulary learning, reading comprehension, and family involvement in literacy instruction. Students gain the necessary knowledge and skills to create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.
RDG 412	SCIENTIFICALLY BASED LITERACY INSTRUCTION	3	This course focuses on scientifically-based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of The Colorado Reading to Ensure Academic Development Act (2012) and state reading and language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing Children's performance in reading and language arts are also emphasized.

RDG 415	DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES	3	This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction.
RDG 416	METHODS OF TEACHING IN EARLY CHILDHOOD LANGUAGE AND LITERACY	3	In this course, students learn about children's language and literacy development from birth to age 8. Students examine theories of language development and second language acquisition; the needs of English learners; and strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards, development of hands-on learning experiences, and developmentally effective assessments as a means of informing instruction are also emphasized.
RDG 418	PHONOLOGICAL THEORY AND READING INSTRUCTION	3	This course focuses on scientifically-based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from nonscientific claims. In addition, they study the applications of scientific research to classroom instruction.
RDG 420	ELEMENTARY METHODS - READING/LANGUAGE ARTS	3	This course focuses on the most current research, theory, methods, and state standards related to reading instruction including research-based systematic phonics, including language and literacy development. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. This course provides teacher candidates with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional, assessment, and differentiation techniques are also discussed.

RDG 420CA	ELEMENTARY METHODS: READING AND LANGUAGE ARTS	3	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 537	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 537CA	CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS	4	This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 542	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.

RDG 542CA	CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS	3	This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 556	ELEMENTS OF LITERACY CONTENT AND PEDAGOGICAL KNOWLEDGE	3	This course focuses on the five key themes of English language arts and literacy and English language development instruction: making meaning, language development, effective expression, content knowledge, and foundational skills in multiple subject classrooms. Candidates apply interdisciplinary teaching strategies to develop learning and critical thinking skills in their learners. Emphasis is placed on using both universal design as a learning framework to guide instructional planning, design, delivery and assessments, and Multi-Tiered System of Supports to meet the needs of diverse learners. This course incorporates required guided clinical experience based on work with a student in a K-8 school setting.
RDG 558	SECONDARY CONTENT AREA LITERACY	3	This course focuses on implementing principles, and instructional strategies for comprehensive instruction of content-based literacy strategies in single-subject classrooms. Emphasis is placed on development of literacy throughout all content areas; designing and differentiating curriculum; showcasing literacy through speech, writing, listening, and reading; incorporating new literacies and assessment. Candidates use this knowledge to prepare a comprehensive content area lesson plan. This course incorporates required guided field experience based on work in a single-subject content-area classroom.
RDG 570	CURRICULUM CONST AND ASSMT: READING AND LANG ARTS FOR SPE	4	This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop an integrated unit of instruction. Instruction and assessment techniques, including intervention practices, research-based phonics instruction, and strategies for teaching learners with dyslexia, are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.

RDNG 500	Reading Methods: Primary	3	This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.
RDNG 501	Reading Methods: Elementary	3	This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing, and technology-based instruction.
RDNG 502	Reading Methods: Secondary	3	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDNG 504	Phonological Theory and Application	3	This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.

RDNG 505	CHILDREN'S LITERATURE	3	This course examines children's literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.
RDNG 506	Elementary Reading and Writing Strategies	3	This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDNG 507	Content Area Reading and Writing for Elementary	3	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.
RDNG 508	Adolescent Literature	3	This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.

RDNG 510	Content Area Reading and Writing for Adolescents	3	In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.
RDNG 511	Reading Assessment	3	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.
RDNG 515	DIAGNOSIS, REMEDIATION, AND DIFFERENTIATED INSTRUCTION	3	This course focuses on the assessment and correction of reading and writing difficulties in the K-12 classroom setting. Participants identify factors that affect reading performance, explore formal and informal literacy assessments, and examine strategies for the diagnosis and remediation of struggling readers and diverse learners with literacy difficulties, including students with dyslexia. An additional focus is on differentiated instruction with an emphasis on phonics, fluency, vocabulary, and comprehension. Interest inventories, English language learner screening, visual and auditory discrimination tools, language expression and processing screening, and spelling and writing assessment tools are also addressed.
REL 133	WORLD RELIGIOUS TRADITIONS I	3	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Taoist, Confucian, and Shinto traditions.

REL 134	WORLD RELIGIOUS TRADITIONS II	3	This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.
RES 351	BUSINESS RESEARCH	3	This course evaluates the process of conducting research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
RES 709	RESEARCH CONCEPTUALIZATION AND DESIGN	3	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	STATISTICAL RESEARCH METHODS AND DESIGN I	3	Doctoral practitioners are resolute in their commitment to identifying, informing, and affecting both individual and organizational change and innovation. Generating actionable interventions requires an extensive investigation of situational factors and a foundational understanding of research methodology. In this course, students explore the foundations of statistics used in quantitative research by actively engaging in processes focused on evaluation, appraisal, and application.

RES 720	STATISTICAL RESEARCH METHODS AND DESIGN II	3	In this course, students expand their understanding of research methodology by exploring advanced statistical procedures. Students leverage investigative processes to demonstrate their understanding of, and ability to apply, interpret, and draw conclusions from complex approaches to quantitative research.
RES 724	QUALITATIVE METHODS AND DESIGN	3	This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this preexisting foundational understanding, the purpose of the class is to enhance students' understanding and craft through reading, application, and reflection on the practice of qualitative inquiry.
RES 725	DESCRIPTIVE AND COMPARATIVE DATA ANALYSIS	3	This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling's T, MANOVA and related techniques. Depending on the learners' needs other approaches may be covered.
RES 726	CORRELATIONAL METHODS OF ANALYSIS	3	This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs, other approaches may be covered.

RES 727	APPROACHES TO PHENOMENOLOGICAL INQUIRY AND DATA ANALYSIS	3	This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.
RES 728	QUALITATIVE CASE STUDY	3	This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RES 729	ETHNOMETHODOLOGY AND THE STUDY OF CULTURE	3	In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on "thick description" as a critical mode of representation.
RES 745	GROUNDNED THEORY METHODS	3	This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746	MIXED METHODS	3	The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.
RES 750	APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE I	3	In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two topics identified by the student during PSYCH/720R.
RES 751	APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE II	3	In this course, students will critically evaluate the two research topics developed into draft concept papers during RES/750 to determine which topic is most viable for their dissertation study. After selecting a topic, students will more deeply examine quantitative and qualitative research designs, including key methodological approaches. They will continue to develop key components of their dissertation concept paper and focus on a brief review of the literature, a summary of the theoretical or conceptual framework, and a justification of their research methods and design choices.
RES 752	RESEARCH CONSTRUCTS AND DESIGN	3	In this course, students will synthesize the cumulative knowledge gained in RES/750 and RES/751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the College of Doctoral Studies Dissertation Criteria and Rating Scale.

RES 760	MEASUREMENT OF CONSTRUCTS	3	The purpose of this course is to guide students in the integration of information learned in previous courses (i.e., residency, research courses, testing and measurement) that relates to measurement and dissertation issues and apply the information to the initial working draft of the dissertation proposal (developed from the concept paper). The final outcome of this course is an initial outline of the dissertation proposal and draft of the literature review.
RES 765	MULTIVARIATE STATISTICS	3	This course focuses on statistical approaches that simultaneously examine multiple variables. Students will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include correlation and regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and path analysis and structural equation modeling.
RES 770	PSYCHOMETRICS	3	Learners will be exposed to theoretical and applied research issues for three areas of psychometrics: classical test theory, generalizability theory, and item response theory. These three theories will be examined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.
RES ARA1	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	Place Holder

RES ARA2	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	Place holder
RES ARA3	ADVANCED RESEARCH ANALYSIS ELECTIVE	3	Place holder
RHET 300	RHETORICAL THEORIES	3	This course examines major rhetorical theories and theorists from a range of cultures and periods.
RHET 470	STUDIES OF AMERICAN RHETORIC	3	This course examines American rhetoric from a variety of genres and a range of historical periods.

RHET 475	RHETORIC AND SOCIAL MEDIA	3	This course explores the use of rhetoric in contemporary social media.
RHM 410	THE LANDSCAPE OF HEALTH CARE IN RETAIL HEALTH CLINICS	3	This course introduces students to the business operations of the retail health environment. Focus will include overall concepts of health systems, managed care plans, and government providers that impact retail health clinics, as well as formulating strategies for the future development of retail clinics.
RHM 420	THE MANAGEMENT OF RETAIL HEALTH CLINICS	3	This course introduces students to the management of retail health clinics. Content will focus on customer engagement, clinical practices, and the day-to-day management of the retail health clinic environment.
RHM 430	TECHNOLOGY AND DIGITAL HEALTH CARE IN RETAIL HEALTH CLINICS	3	This course introduces students to technology and digital health within retail health clinics. Concepts covered include patient record management, the exchange of data, proper coding, and data management for the health and wellness of consumers using retail health clinics.

RHM 440	REGULATORY AND COMPLIANCE IN THE RETAIL HEALTH ENVIRONMENT	3	This course covers regulatory and compliance concepts as it relates to retail health management. Students will focus on resource allocation related to compliance and regulations concerning privacy and security laws, and communication protocols with consumers, staff, and external partners to the retail health clinics.
RHM 450	RETAIL HEALTH FINANCIAL STRATEGIES	3	This course introduces students to approaches that relate to the financing and reimbursement of retail health clinics. Course content will focus on financial strategies for retail health clinics, the various payers within the health care industry for timely reimbursement, and appropriate billing and coding considerations that impact the management of retail health clinics.
SCHC 505	HUMAN DEVELOPMENT AND FAMILY CHANGE ACROSS THE LIFESPAN	3	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate school based situations, consider prevention strategies and assess potential interventions in the school context.
SCHC 544	CLINICAL ASSESSMENT AND STUDENT EVALUATION	3	This course introduces students to models and tools of assessment. Students learn and practice assessment strategies, use of the Diagnostic and Statistical Manual of Mental Disorders (DSM), and behavioral analysis in relationship to student-age populations. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice. Emphasis will be placed on models and techniques for physical and sexual abuse and neglect, substance abuse, suicide and participating as a member of a multidisciplinary team for special education planning. Administration, scoring, and interpretation of standardized tests are described, and principles necessary for the development, interpretation, and selection of assessment instruments are presented. Multicultural and ethical issues regarding assessment are also examined.

SCHC 554	GROUP COUNSELING: CHILDREN AND ADOLESCENTS	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co-leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.
SCHC 562	STUDENT VOCATIONAL DEVELOPMENT AND CAREER COUNSELING	3	This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.
SCHC 571	SCHOOL COUNSELING ADMINISTRATION	3	This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.
SCHC 592	PRACTICUM IN SCHOOL COUNSELING	3	The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.

SCHC 592O	ORIENTATION TO SCHOOL COUNSELING PRACTICUM	0	This course is an orientation to the practicum and internship.
SCHC 597A	SCHOOL COUNSELING INTERNSHIP A	3	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SCHC 597B	SCHOOL COUNSELING INTERNSHIP B	3	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SCH-CN 501	School Counseling: Delivery of Services	3	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student's academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.

SCI 163	ELEMENTS OF HEALTH AND WELLNESS	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 163T	ELEMENTS OF HEALTH AND WELLNESS	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 201	SURVEY OF ALTERNATIVE MEDICINE	1	This course examines the traditions and recent developments within the field of alternative medicine and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.
SCI 209	OCEANOGRAPHY	3	This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

SCI 220	HUMAN NUTRITION	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 220T	HUMAN NUTRITION	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 250	MICROBIOLOGY	4	This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity, and host-parasite relationships. Also, examples of how microorganisms are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences. Online labs in this course require students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
SCI 256	PEOPLE, SCIENCE AND THE ENVIRONMENT	3	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.

SCI 362	ENVIRONMENTAL ISSUES AND ETHICS	3	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.
SEC 100	INTRODUCTION TO SECURITY MANAGEMENT	3	This course is an introductory overview of the Security Management field and provides a broad-based view of the history, practices, methodologies, and management theories of the profession. It reviews industry standards for security, threat assessment and risk analysis guidelines, investigative techniques, personnel management, security equipment and security best practices. Additionally, this course examines security technology, loss prevention and workforce safety programs, planning for continuity of business operations, and corporate/client communication skills.
SEC 120	CORPORATE SECURITY ESSENTIALS	3	This course will identify security essentials that are prevalent in the corporate security function such as trade secrets, proprietary information, information security, and vulnerability assessments. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective essentials.
SEC 130	PRIVATE SECURITY ISSUES AND CONFLICTS	3	This course identifies issues and conflicts associated with the private security industry by examining security management, recruitment, selection, training, investigation of crimes, terrorism and natural disasters.

SEC 140	INCIDENT COMMUNICATION PLANS AND SYSTEMS	3	This course provides the student with an understanding of the various elements needed for responding to critical incident events. These incidents include natural disasters, workplace violence, and other significant planned and unplanned occurrences. An emphasis is given to proper planning, communication, and system development for these critical incidents.
SEC 150	INSIDER THREATS FUNDAMENTALS	3	This course provides the student with an understanding of assessing potential risks which may originate from members or employees within an organization by identifying specific risk indicators. An emphasis is given to the process of risk analysis along with the ability to design, manage, and implement a response to potential threats. Additionally, students will learn how to use the Return on Investment (ROI) approach to evaluate company performance.
SEC 200	EMERGENCY MANAGEMENT AND RESPONSE	3	This course will identify emergency practices for critical incident responses such as natural disasters, man-made disasters, bomb threats, strikes, and terrorism. It will also examine specific concepts in relation to emergency response including: mutual aid associations, disaster recovery, public relations and warning, and alert systems.
SEC 210	PHYSICAL ASSET PROTECTION	3	This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost-benefit analysis.

SEC 220	CRITICAL THINKING IN SECURITY MANAGEMENT	3	This course will explore various types of critical thinking strategies for security management practitioners; identifying the differences between management and leadership in the organization. Students will also examine the applied strategic planning model, management theories, and analytic techniques.
SEC 230	HOMELAND SECURITY AND PUBLIC SAFETY	3	This course evaluates public safety initiatives in a post 9/11 era with emphasis on homeland security strategies carried out by federal, state, local, private, and joint assets. Students will examine threats, investigative techniques, and applicable laws and regulations used to mitigate risk.
SEC 240	LOSS PREVENTION AND SUPPLY CHAIN SECURITY	3	This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally, this course provides an overview of situational crime prevention, the crime risk management process, and the stages necessary to designing an effective supply chain security program.
SEC 311	SECURITY MANAGEMENT FUNDAMENTALS	3	This course is an overview of the principles of security management and the consequences of failure to identify and adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.

SEC 319	COMPUTERS AND INFORMATION PROCESSING IN SECURITY	3	This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem-solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.
SEC 321	SURVEY OF SECURITY SPECIALIZATIONS	3	This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
SEC 331	INDUSTRIAL SAFETY	3	This course provides students with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA, and National Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire, and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to, and investigation of, work-related accidents.
SEC 341	CRIMINOLOGY AND THE CRIMINAL JUSTICE SYSTEM	3	This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparages.

SEC 351	LEGAL AND REGULATORY ISSUES IN SECURITY MANAGEMENT	3	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.
SEC 361	INTERPERSONAL COMMUNICATIONS	3	This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation, as well as techniques for interviewing and understanding verbal and nonverbal communication.
SEC 371	FINANCE AND BUDGETING PRACTICES	3	This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.
SEC 391	ORGANIZATIONAL BEHAVIOR AND MANAGEMENT	3	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.

SEC 401	THREAT AND VULNERABILITY MANAGEMENT	3	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.
SEC 411	PHYSICAL SECURITY	3	This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property, and data housed in physical facilities.
SEC 421	PERSONNEL SECURITY AND EXECUTIVE PROTECTION	3	This course provides the student with an understanding of the procedures, techniques, and technology associated with the protection of executives, employees, customers, and the general public from intentional harm, accidents, and naturally occurring emergencies.
SEC 431	PRINCIPLES OF INVESTIGATION	3	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.

SEC 441	SECURITY OF NETWORKS AND ENTERPRISE SYSTEMS	3	This course reinforces student's knowledge and comprehension of the security issues associated with computer network systems. The course also explores security measures intended to protect the software, hardware, and data associated with computer systems and include practices that security professional employ to harden their organization's information systems against attack.
SEC 451	GLOBAL SECURITY ISSUES	3	This course introduces the student to the evolutionary changes to the global security environment. The course will help the student understand the dynamic nature of global factors influencing security strategies and how domestic security policy integrates these global strategies.
SEC 461	TERRORISM	3	This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.
SEC 471	CRITICAL INCIDENT MANAGEMENT	3	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning, and recovery, as well as inter-agency coordination and response.

SEC 481	SECURITY CAPSTONE	3	This is the capstone course for the Security Management undergraduate program. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner with regard to the areas of risk and threat assessment, physical, personal, and information system(s) security, emergency and critical incident response, and administration and management. Students will evaluate and demonstrate their professional growth with the development of an effective security plan.
SEC 489	IMPLEMENTATION OF SECURITY SYSTEM MEASURES	3	This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.
SEC 490	PHYSICAL SECURITY OPERATIONS CAPSTONE	3	In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.
SEC 491	ENTERPRISE SECURITY ADMINISTRATION CAPSTONE	3	This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.

SEC 508	MODELS, THEORIES AND STRATEGIES FOR SECONDARY EDUCATION	3	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
SEC 532	SECONDARY - CREATING AN EFFECTIVE LEARNING ENVIRONMENT	3	This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.
SEC 533	INSTRUCTION AND ASSESSMENT FOR DIVERSE LEARNERS	3	This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine best practices for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, the backward design process, culturally responsive teaching practices, and strategies for collaborating with colleagues and communicating with families.
SEC 534	READING IN THE CONTENT AREA	3	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.

SEC 535	ENGLISH/LANGUAGE ARTS CONTENT AND CURRICULAR KNOWLEDGE	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle and high school settings. Teacher candidates identify the educational needs of students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. This course also helps participants develop skills in selecting and adapting delivery methods for diverse individual students and student populations.
SEC 536	SOCIAL STUDIES CONTENT AND CURRICULAR KNOWLEDGE	3	This course explores the application of instructional methods and strategies for teaching history and social sciences in diverse middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom or inclusion in a professional portfolio.
SEC 537	SECONDARY CONTENT AND CURRICULAR KNOWLEDGE	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students' varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.
SEC 538	MATHEMATICS CONTENT AND CURRICULAR KNOWLEDGE	3	This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of diverse learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.

SEC 539	PHYSICAL EDUCATION CONTENT AND CURRICULAR KNOWLEDGE	3	This course explores the secondary physical education classroom teaching and assessment strategies, and national and state standards. Candidates examine topics including developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, developing and practicing social skills, and the value of fair play in games and sports. Candidates develop skills in selecting, designing, and adapting instruction for diverse student populations. The course also emphasizes classroom and sport/field management skills and safety as they relate to physical education instruction.
SEC 540	SCIENCE CONTENT AND CURRICULAR KNOWLEDGE	3	This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for diverse student populations.
SEC 541	VISUAL ARTS CONTENT AND CURRICULAR KNOWLEDGE	3	This course explores the theory, application, and strategies of teaching the visual arts for single-subject teacher candidates. Candidates identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course also emphasizes classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
SEC 545	SECONDARY CLINICAL PRACTICE	3	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Tasks 1, 2, and 3 of the teacher performance assessment.

SEC 583	SECONDARY CLINICAL PRACTICE	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 586	SECONDARY CLINICAL PRACTICE A	3	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: requirements and expectations for clinical practice and the teacher performance assessment, the learning environment, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.
SEC 587	SECONDARY CLINICAL PRACTICE B	3	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. The course provides practical guidance for candidates seeking a teaching position, and serves as a forum for open discussion and problem solving based on their classroom experiences and abilities to use and apply the full-range of Teaching Performance Expectations. Teacher candidates finalize and submit their completed teacher performance assessment.
SEC 590	SECONDARY STUDENT TEACHING PART A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

SEC 595	SECONDARY STUDENT TEACHING PART B	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.
SEC 596	SECONDARY STUDENT TEACHING	8	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Tasks 1, 2, and 3 of the teacher performance assessment.
SEC 598	SECONDARY STUDENT TEACHING: PART A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 599	SECONDARY STUDENT TEACHING: PART B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

SEI 300	STRUCTURED ENGLISH IMMERSION	3	This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.
SEI 301	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEI 500	STRUCTURED ENGLISH IMMERSION	3	This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.
SEI 503	ADVANCED STRUCTURED ENGLISH IMMERSION METHODS	3	This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SEI 504	STRUCTURED ENGLISH IMMERSION-ELEMENTARY	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, instructional elements and language development of English learners in elementary grades, and culturally relevant instruction. Candidates explore SEI identification, SEI models, and English Language Proficiency Standards. Candidates also examine language acquisition theories, elements of language, and language domains. Candidates learn instructional strategies for academic English development in elementary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 506	STRUCTURED ENGLISH IMMERSION - SECONDARY	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, instructional elements and language development of English learners in secondary grades, and culturally relevant instruction. Candidates explore SEI identification, SEI models, and English Language Proficiency Standards. Candidates also examine language acquisition theories, elements of language, and language domains. Candidates learn instructional strategies for academic English development in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 507	STRUCTURED ENGLISH IMMERSION - SECONDARY	3	This course introduces students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of structured English immersion (SEI) foundations, the English Language Proficiency (ELP) Standards, SEI identification, and the application of assessment data to instruction. Students are also introduced to instructional elements and language development of English learners in secondary grades, including language acquisition theories, elements of language, and language domains. Culturally relevant instruction for English learners and family and community engagement are also explored. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 508	ADVANCED STRUCTURED ENGLISH IMMERSION - SECONDARY	3	This course addresses Structured English Immersion (SEI) instruction and assessment of secondary English learners. Students examine the Universal Design for Learning (UDL) framework as an approach to English language instruction for diverse learners. The alignment of English Language Proficiency (ELP) Standards to the Arizona English Language Arts Standards (Reading, Writing, Listening and Speaking, and Language) and their application to lesson planning is also explored. This course is designed to meet the standards set by the Arizona Department of Education.

SMH 591	CREATING A SUSTAINABLE HEALTH CARE ORGANIZATION	3	This course explores the opportunities and challenges for health administrators as they seek to create organizational environments focused on sustainability. Topics include understanding sustainability in health sector contexts, assessing institutional practices, facilitating culture change, and innovation in the context of health care sustainability.
SMH 593	THE ECONOMICS OF HEALTH CARE SUSTAINABILITY	3	This course examines the economic issues related to the management of resources in the creation and day-to-day operations of sustainability-focused organizations. Topics include cost-benefit analysis of sustainable products, supply chains, and corporate partnerships, as well as sustainability metrics across the health sector.
SMH 596	ISSUES IN ENVIRONMENTAL SUSTAINABILITY	3	This course will explore the impact of sustainability across the health sector. Topics include the evolving strategies that are transforming health technology, regulation, and societal and community interactions. Topics include the use of emerging evidence based knowledge to support environmental sustainability.
SOC 100	INTRODUCTION TO SOCIOLOGY	3	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.

SOC 110	TEAMWORK, COLLABORATION, AND CONFLICT RESOLUTION	3	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 262	CONTEMPORARY AMERICAN SOCIETY	3	Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination, and adaptation and conflict in diverse cultures.
SOC 315	CULTURAL DIVERSITY	3	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
SOC 335	THE PEOPLES AND CULTURES OF ASIA	3	This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.

SOC 337	CONTEMPORARY LATIN AMERICAN SOCIETY	3	This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338	THE AFRICAN AMERICAN EXPERIENCE	3	This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture, and the inequalities African Americans face in popular American culture. Race, class, and gender of the African American people will be explored from a historical to modern-day perspective.
SPAN 110	CONVERSATIONAL SPANISH I	3	SPAN/110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar with an emphasis on the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 114	CONVERSATIONAL SPANISH II	3	SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.

SPAN 520	Spanish for Educators, Basic	3	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 521	Spanish for Educators, Intermediate	3	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.
SPE 300	ORIENTATION TO THE EXCEPTIONAL CHILD	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
SPE 300CA	ORIENTATION TO THE EXCEPTIONAL CHILD	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.

SPE 512	SPECIAL EDUCATION ASSESSMENT AND INTERPRETATION	3	This course focuses on the task of assessing the exceptional learner and diagnosing his or her strengths and needs. The course will examine the common tests and evaluation systems used in public school special education and their relationship to writing and monitoring an IEP. Emphasis is placed on the continuous use of assessment, specific diagnostic procedures, and the evaluation of data as part of the instructional process.
SPE 513	ORIENTATION TO THE EXCEPTIONAL CHILD	3	This course provides an overview of special education and the characteristics of exceptional learners. Candidates are introduced to special education laws and their implications for identification and eligibility, service delivery options, and the Individualized Education Program (IEP). In addition, the use of technology, collaborative practices, and transition planning requirements are examined. Candidates will also reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
SPE 514	SURVEY OF SPECIAL POPULATIONS	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 514CA	SURVEY OF SPECIAL POPULATIONS	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

SPE 544	CHARACTERISTICS OF EMOTIONAL & BEHAVIORAL DISORDERS	3	This course examines the characteristics and instruction of learners with emotional and behavioral disorders (EBD). Emphasis is placed on assessment and legal requirements, learner characteristics, and research-based teaching strategies. Included is an examination of functional behavior analysis, positive behavior intervention supports, and the use of proactive and preventive classroom management systems.
SPE 556	CHARACTERISTICS OF PHYSICAL & HEALTH DISABILITIES	3	This course examines the characteristics and instruction of learners with physical and health disabilities including individuals with sensory, orthopedic, and other health impairment (OHI). Attention is given to federal and state regulations as they pertain to assessment, eligibility, and the provision of special education services within the schools. Service delivery options, curriculum and program models, and appropriate supports and accommodations will be also be examined.
SPE 558	TRANSITION PLANNING FOR ADOLESCENTS WITH DISABILITIES	3	This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.
SPE 559	CHARACTERISTICS OF LEARNING DISABILITIES	3	This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.

SPE 574	CHARACTERISTICS OF INTELLECTUAL/DEVELOPMENTAL DISABILITIES	3	This course examines the characteristics and instruction of learners with intellectual and developmental disabilities, including traumatic brain injury (TBI). Emphasis is placed on learner characteristics, instructional strategies, assessment measures, and technology integration. Supports, accommodations, and curricular modifications will be analyzed among various service delivery options.
SPE 575	INCLUSION STRATEGIES OF THE SPECIAL EDUCATOR	3	This course examines the roles of special educators when including students with disabilities in general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 576	CHARACTERISTICS OF AUTISM SPECTRUM DISORDERS	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with autism spectrum disorders (ASDs). It is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
SPE 577	SPECIAL EDUCATION CLINICAL PRACTICE	3	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Tasks 1, 2, and 3 of the teacher performance assessment.

SPE 578	MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES FOR SPE	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
SPE 584	LEARNING DISABILITIES AND LANGUAGE AND DEVELOPMENT DISORDERS	3	This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on instructional strategies, assessment, and language intervention strategies. Technology supports for exceptional learners, ethical practices, and professional learning collaboration strategies are also explored.
SPE 594	SPECIAL EDUCATION STUDENT TEACHING: PART A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SPE 595	SPECIAL EDUCATION STUDENT TEACHING: PART B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

SPE 596	SPECIAL EDUCATION STUDENT TEACHING	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SPED 530	Introduction to Learners with Special Needs	3	This course provides an overview for working with exceptional learners ages 3 to 21 years in educational settings. Participants examine varied areas of disabilities and common characteristics supporting effective implementation of specially designed instruction within individualized education programs (IEPs) for students with special needs. Historical perspectives, special education law, and current policies are also examined. Participants learn best practices and supports for student academic and personal success across grade levels, including IEP development and family-school partnerships.
SPED 531	Special Education Teaching Methods	3	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as: instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.
SPED 532	Special Education Assessment	3	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.

SPED 533	Mainstreaming and Inclusion	3	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.
SPED 534	Speech and Language Disorders	3	This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.
SPED 535	Overview of Severe Disabilities	3	This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.
SPED 536	Transition Planning for Adolescents with Disabilities	3	This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families, and the community.

SPED 537	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 538	Special Education in Early Childhood	3	This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.
SPED 557	COLLABORATION WITH FAMILIES OF STUDENTS WITH DISABILITIES	3	This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
SPED 560	TEACHING LEARNERS WITH DISABILITIES	1	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.

SPED 591	CHARACTERISTICS OF EXCEPTIONALITIES	3	This course examines the education of students with mild disabilities. Special emphasis is placed on mild disabilities including intellectual and developmental disabilities, emotional disturbance, and specific learning disability. The etiologies, learning characteristics, and key legislation related to these mild disabilities will be discussed. Students will also explore educational planning considerations, methods of instruction and assessment, service delivery models, and effective behavior management techniques.
STEAM 506	STEAM Education: Curriculum and Instruction	3	This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.
STR 581	STRATEGIC PLANNING & IMPLEMENTATION	3	This capstone course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create a sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation and evaluation, and risk management.
STRCB 581	STRATEGIC PLANNING AND IMPLEMENTATION	3	This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management. Competency 31: The student will evaluate sustainable competitive advantages for an organization through a SWOT analysis. Competency 32: The student will develop business strategies to create sustainable competitive advantage for an organization. Competency 33: The student will justify an organization's strategic plan to gain stakeholder support.

SUS 300	ENVIRONMENTAL SUSTAINABILITY	3	Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.
SWRK 200	INTRODUCTION TO SOCIAL WORK	3	This course introduces students to the foundations of social work and social justice. Students examine the history, philosophical foundation, and theoretical perspectives of the profession of social work and come to understand the nature and causes of major social welfare issues.
SWRK 210	SOCIAL PROBLEMS AND PROGRAMS	3	This course provides an in-depth perspective of social problems and programs. Students develop an understanding of social welfare and the effects of sociopolitical policies on marginalized populations. Students examine the link between special populations in terms of neglect and abuse, as well as the relationship between the social welfare system and the legal system in relation to the enforcement of victims of abuse laws.
SWRK 220	PROFESSIONAL AND ETHICAL BEHAVIORS FOR SOCIAL WORK PRACTICE	3	Social workers are held to an advanced level of professionalism through a code of ethics and practice standards. Students learn how to adhere to these ethical and legal aspects in their work, maintain proper self-care, and be supportive of their discipline's role and responsibilities, which relies on respecting client self-determination, human rights, multiculturalism, and ethnic diversity.

SWRK 300	THERAPEUTIC COMMUNICATION	3	This course provides students with advanced-level knowledge of interviewing, intervention, assessment, and documentation skills needed to perform social work practice. Students develop skills in verbal and written communication and examine the importance of effective documentation from a social and legal perspective.
SWRK 301	COMMUNICATION TECHNIQUES	3	This course provides students with advanced-level knowledge of interviewing, intervention, assessment, and documentation skills needed to perform social work practice. Students develop skills in verbal and written communication and examine the importance of effective documentation from a social and legal perspective.
SWRK 310	HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I	3	This course prepares students for the challenge of intimate working relationships. Students gain an understanding of human growth and development across the lifespan, applying developmental psychological theory and ecological perspectives to the family and individual lifecycles within a multi generational cultural context. Students also learn about the lifespan development approach, with a multidisciplinary perspective of human development. Trauma, loss, grief, violence, homelessness, changes in lifestyle, and gender issues are specifically examined. The philosophical, cultural, medical, psychological, and spiritual aspects of life are explored, as well as the differences in working with children, adolescents, and adults and the assessment of complicated grief reactions.
SWRK 320	SOCIAL WELFARE POLICY AND THE LAW	3	This course focuses on the relationship between political and economic forces and social work policy, as well as how existing laws affect social work practice and social justice initiatives within social work.

SWRK 330	SOCIAL WORK PRACTICE: INDIVIDUALS AND FAMILIES	3	This course prepares students for social work practice with children, adults, and families. Students integrate the knowledge gained in previous program coursework into the practice of effectively working with families and examine the effect of cultural norms on the family system.
SWRK 340	SOCIAL WORK PRACTICE: GROUPS	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at the group level, as well as how to assess group needs and identify resources for a group. Students gain professional skills for initiating change in groups; understanding issues of social stratification; and managing group conflict, resistance to change, and methods for overcoming resistance.
SWRK 345	SOCIAL ADVOCACY: CHILD ENDANGERMENT AND GLOBAL FACTORS	3	Social work encapsulates individuals working to support a profession concerned with domestic and global social issues that children face. This 5-week course prepares students for the difficult task of assessing, reporting, and treating child abuse.
SWRK 350	SOCIAL JUSTICE AND DIVERSITY IN SOCIAL WORK	3	Students learn to advocate for human rights and social justice, exploring diverse strategies for working with groups that may be oppressed due to race, ethnicity, culture, age, gender, sexual orientation, ability, economic status, or other factors. Students learn to recognize how a society's structures and values may oppress, alienate, or marginalize diverse segments of the population.

SWRK 360	SOCIAL WORK PRACTICE: COMMUNITIES AND ORGANIZATIONS	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at community and organizational levels, as well as how to assess community needs and identify community resources. Students gain professional skills for initiating change in organizations and communities, understanding issues of social stratification, conflict, resistance to change, and methods for overcoming resistance.
SWRK 380	APPLYING SOCIAL WORK PRACTICE SKILLS	3	Students build on their professional values, ethics, principles, practice methods, and strengths-based skills learned in the Social Work Practice courses. Students gain an understanding of the application of advanced social work skills.
SWRK 390	SOCIAL WELFARE POLICY APPLICATION	3	Social welfare policies and legislation are explored in terms of historic rationale, implementation, and effectiveness. Students gain an understanding of concepts and frameworks for analyzing social welfare policies and programs, including their effects on oppressed and at-risk populations. Students recognize the role of social workers as agents of change and learn to advocate for social welfare policies that improve the lives of individuals, families, and groups.
SWRK 400	RESEARCH AND EVALUATION IN SOCIAL WORK PRACTICE	3	The fundamental concepts of research design, data integration, project implementation, and evaluation are taught in this course. Students are expected to communicate their findings by demonstrating the learned components of a sound scientific method of inquiry and annotating peer-reviewed literature for the purpose of service evaluation, professional contribution, and introductory program development.

SWRK 405	FIELD EDUCATION I	3	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.
SWRK 420	FIELD EDUCATION II	3	A continuation of SWRK/405, this course provides 15 additional weeks of supervised generalist practice within the community.
SWRK 421	HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II	3	This course prepares students for the challenge of macro-level working relationships. Students gain an understanding of the functioning of people within organizations and communities and the groups that compose them. Applying a social psychological perspective to group dynamics, utilizing an ecological and interactionist framework for studying human behavior in a macro setting. Students also learn to infuse the empowerment perspective within an ecosystem framework. The student will explore matters pertaining to globalization with attention to the social environment and environmental justice, as applied to the interrelationship between nature and society. The relationship between spiritual concepts, the natural realm, and the inclusion of restorative justice and human rights are also discussed.
SWRK 430	SOCIAL WORK, WELFARE, AND POLICY: CONNECTIONS	3	Social work practice integrates social welfare theories with policy analysis in the context of a wide range of settings. Implicit in the social work approach is the commitment to economic and social justice. Students learn how to leverage their integrated approaches to affect the high level of interdisciplinary practice they must perform.

SWRK 460	INTEGRATION OF SOCIAL WORK	3	This course provides a comprehensive review and synthesis of all social work content areas within the generalist framework, including ethics, critical thinking, diversity, human rights, social and economic justice, research, policy, and practice.
SWRK 470	SOCIAL WORK CAPSTONE AND PORTFOLIO	3	This course is the culmination of students' undergraduate work, a full integration of knowledge, skills, language, and practice exemplary of a social worker prepared to enter the workforce as a general practitioner. The capstone is an individual project that demonstrates the student's readiness for matriculation, which signifies that the student can manage the demands of client work, continuing education, all the ethical and legal standards involved, self-care, advocacy, and basic research and evaluation.
TCH 501	Teaching Methods: Elementary Art	3	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
TCH 502	Teaching Methods: Elementary Language Arts	3	This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

TCH 503	Teaching Methods: Elementary Mathematics	3	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.
TCH 504	Teaching Methods: Elementary Science	3	This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.
TCH 505	Teaching Methods: Elementary Social Studies	3	This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
TCH 510	Secondary Teaching Methods	3	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.

TCH 511	Teaching Methods: Secondary Art	3	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management, and using technology in the art classroom are also explored.
TCH 513	Teaching Methods: Secondary Mathematics	3	This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.
TCH 514	Teaching Methods: Secondary Science	3	This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
TCH 515	Teaching Methods: Secondary History/Social Studies	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

TCH 533	Teaching Methods: Mathematics Assessment	3	This course promotes the understanding of theories guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop, and evaluate assessment tools aligned to Common Core State Standards in the K-8 mathematics classroom. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive, and supportive feedback serves as a meaningful instructional tool for students.
TCH 543	Teaching Methods: Remedial Mathematics	3	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.
TECH 510	USING APPS IN THE CLASSROOM	1	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.
TECH 511	USING GOOGLE TOOLS IN THE CLASSROOM	1	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.

TECH 519	Using Social Media in the Classroom	2	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.
TECH 520	Multimedia for Educators	2	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.
TECH 522	Technology Integration for Educators	3	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student-centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.
TECH 524	Technology Survival for Educators	3	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.

TECH 525	Becoming a Connected Educator	3	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.
TESOL 570	Foundations of Instruction	3	This course is designed to introduce participants to the history, law, and theory of education for English language learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education. Participants also develop programs, instruction, and materials for English language learners. Issues associated with the interdependent relationship between teaching and assessments are also addressed.
TESOL 571	Instructional Techniques and Methods	3	This course prepares K-12 educators to use effective instructional techniques, methodology, and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education, and parental involvement as related to English language learners are also explored.
TESOL 572	Assessment	3	This course provides K-12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing, and program interventions. Communication principles and the role of parents as related to assessment are also explored.

TESOL 573	Applied Linguistics	3	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology, and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 574	Cross-Cultural Communication	3	This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity, and technology as related to cross-cultural communication are also addressed.
TESOL 575	Teaching Reading and Writing	3	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.
TEST 105	Test Course Only 105	3.76	Test Course Only 105

TEST 888	TEST TITLE	3	This course is a study in Java™ programming. It covers topics around Java™ building blocks, operators, core APIs, methods and exceptions. These topics are closely aligned with Oracle® Certified Associate Java™ SE examination.
TPA 100	TPA PLANNING AND INSTRUCTION	1	This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on Task 1 of the edTPA final project, which addresses requirements and expectations for edTPA, academic language, and planning instruction.
TPA 200	TPA INSTRUCTION AND ASSESSMENT	1	This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on understanding the edTPA process and Tasks 2, 3, and 4 of the edTPA final project, which addresses teaching planned lessons, assessment, and evaluation.
VCT 231	VIDEO COMMUNICATION FUNDAMENTALS	3	This course introduces the tools and techniques used in video postproduction. This includes examining postproduction workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.

VCT 236	INTRODUCTION TO IMAGE EDITING AND FORMATTING	3	This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.
VCT 241	ELECTRONIC PUBLISHING FUNDAMENTALS	3	This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.
VCT 251	GRAPHIC DESIGN AND ILLUSTRATION FUNDAMENTALS	3	This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.
VCT 305	DIGITAL DESIGN	3	This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various media; including print, video, web, and mobile platforms.

VCT 330	IMAGE EDITING WITH PHOTOSHOP	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop® CC™ certification exam. Topics include: Photoshop® fundamentals; using Adobe® Bridge; using Camera Raw; editing images; using selections, layers, filters, vector tools, and adjustments; and outputting for web and print.
VCT 360	ELECTRONIC PUBLISHING WITH INDESIGN	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CC certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.
VCT 390	VIDEO COMMUNICATIONS WITH PREMIERE PRO	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.
WEB 240	WEB DESIGN FUNDAMENTALS	3	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language (HTML), scripting, and presentation technologies to create websites. Topics may include HTML5, Cascading Style Sheets (CSS), JavaScript, website hosting, site publication, site maintenance, and search engine optimization (SEO).

WEB 401	WEB DEVELOPMENT	3	This course covers topics such as designing dynamic web pages and an introduction to Java™ and Java applets. Emphasis is placed upon the appropriate use of web programming tools.
WEB 407	ADVANCED WEB DEVELOPMENT	3	This course focuses on existing and emerging web development technologies. Topics include specialized web markup languages, server-side backend databases, server-side programming, web services, enterprise web development, and web applications.
WEB 436	MOBILE COMMERCE	3	This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics, and emerging technologies.
WEB 437	WEB COMMERCIALIZATION	3	Successful commercialization of any technology requires not only a good technical understanding, but also a basic foundation that covers bringing the product to market by first developing a solid business plan. Topics of this course include strategy and e-commerce planning, e-commerce tools and techniques, marketing strategies, analytics and security.

WRIT 310	CREATIVE WRITING: PERSONAL ESSAYS AND CREATIVE NON-FICTION	3	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 320	ADVANCED COMPOSITION FOR THE ENGLISH MAJOR	3	This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.
WRIT 350	WRITING FOR SOCIAL MEDIA	3	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.

2021-2022
UNIVERSITY OF PHOENIX
CENTRAL VALLEY REGION
ACADEMIC CATALOG
Volume 55

July 1, 2021 through June 30, 2022 catalog

With Updates Added:

December 1, 2021

(see addenda pages for a summary of updates added by month)

“As we move to meet the educational needs of working adults in a mobile society, our conception of the university must extend beyond place and embrace process. An adult university cannot be campus bound, rather its borders must be defined by the lives of its students.”

Dr. John G. Sperling

Founder

Although this location is no longer accepting new student enrollments to attend at this campus location, you can enroll in any of our online programs! New students can choose from 100+ programs to take online and fit higher education into their busy lives. See which UOPX program can help you meet your career goals.

Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification. Unless specifically stated otherwise in a particular Catalog policy, in the event of any inconsistency or conflict between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence. The University of Phoenix is not responsible for information or claims made by individuals not affiliated with the University that is contrary to University of Phoenix published material.

California Campuses

The University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Housing Information: The University of Phoenix does not offer any form of student housing at its locations. The University has no dormitory facilities under its control; specific housing cost information for the below four metropolitan areas covered by the Central Valley Main Campus is available via the U.S. Housing and Urban Development (HUD) department's Fair Market Rents (FMR) program. As per the site, the following five metropolitan areas show the estimated range for housing expenses for a one bedroom to a four bedroom home as follows:

Metropolitan Area Name	Range: One Bedroom - Four Bedroom
Bakersfield, CA	\$772 - 1,734
Fresno, CA	\$904 - 1,847
Hanford - Corcoran, CA	\$930 - 1,799
Madera, CA	\$919 - 1,870
Visalia - Porterville, CA	\$764 - 1,629

University of Phoenix does not have any formal program or responsibility to find or assist students in finding housing.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, <http://www.bppe.ca.gov/>, telephone (916) 431-6959, (888) 370-7589

Catalogs are provided upon request and are also available in printable electronic format on phoenix.edu

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported Clery Act crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes information on the sex offender registry, institutional policies and programs concerning alcohol and other drugs, crime prevention measures, the reporting of crimes, sexual assault, domestic violence, dating violence, stalking and other related matters. The annual security report is available at https://www.phoenix.edu/about_us/campus-safety.html. If you'd like a paper copy of the report, please contact a Campus Safety Coordinator to request one.

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON DECEMBER 1, 2021

GENERAL POLICY UPDATES

- The California Housing Information has been updated. (see COVER AND PREFACE)
- The Consumer Information section was updated. (see CONSUMER INFORMATION)
- The Facilities section was updated. (see FACILITIES)

PROGRAM POLICY UPDATES

- The Program Purpose was updated for the BSIOP. (see UNDERGRADUATE PROGRAMS - COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES)
- The Domains and Courses section was updated for the MHA-CB. (see GRADUATE PROGRAMS - COLLEGE OF HEALTH PROFESSIONS)

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UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

In 1976, the leading edge of the Baby Boom generation was just turning 30. That same year saw the introduction of the first personal computer, the Apple I -- an event that signaled the birth of a new economic system in which intellectual capital would eventually supplant industrial might as the dominant economic force. These milestones marked the beginning of a sea of change in higher education, though many (perhaps even most) within that system did not recognize it at the time.

Considered together, these phenomena suggested that the jobs that would make up the workforce of the future were only just beginning to be created or imagined. In order to fill those jobs, the bulk of the new workforce would require higher-level knowledge and skills than those needed in a manufacturing economy. At the same time, the largest-ever age cohort of the population, adult learners, would be going through the stages of life during which they would be most affected by the coming economic dislocation and would need advanced education to adapt to these changes.

It was in this historical context in 1976 that Dr. John Sperling, a Cambridge-educated economist and professor-turned-entrepreneur, founded University of Phoenix. Sperling anticipated the confluence of technological, economic, and demographic forces that would in a very short time herald the return of ever larger numbers of adult learners to formal higher education.

In the early 1970s, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to adult learners who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of the 18-22 year-old undergraduate student. That is not all that surprising, given that the large majority of those enrolled were residential students of traditional college age, just out of high school. According to Sperling adult learners were invisible on the traditional campus and were treated as second-class citizens.

Other than holding classes at night (and many universities did not even do this), no efforts were made to accommodate their needs. No university offices or bookstores were open at night. Students had to leave work during the day to enroll, register for classes, buy books or consult with their instructors and advisors. Classes were held two or three nights per week and parking was at the periphery of a large campus. The consequence, according to Dr. Sperling was that most adult learners were unable to finish a four-year program in less than eight years, or a two-year program in less than four years (Tucker, 1996, p. 5).

Sperling's research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of

Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students. In fact, the majority (74 percent) of all college enrollees have at least one "non-traditional" characteristic, like having one or more dependents or is employed full-time. This focus informs the University's teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners.

Over the past 44 years, the University of Phoenix has been cause-driven, working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling's predictions concerning the innovations higher education would be required to make have come to pass.

Today, roughly 80 percent of part-time undergraduate students and 43 percent of full-time undergraduate students are employed, and approximately one quarter of all students have dependent children. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

Official School Colors

University of Phoenix Official School Colors are University of Phoenix Red and University of Phoenix Platinum.

These are custom colors and proprietary to the University.

Ownership Information

University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Education Group, Inc. ("the Parent"). The Parent's stock is wholly-owned by AP VIII Queso Holdings, L.P., which is owned by Apollo Global Management, LLC and The Vistria Group, LLC. The University's central administration is located in Phoenix, Arizona.

Our Mission Statement

University of Phoenix provides access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations, and provide leadership and service to their communities.

Our Purpose

- To facilitate cognitive and affective student learning-knowledge, skills, and values- and to promote use of that knowledge in the student's workplace.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.

- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling, and student services.
- To be organized as a private institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.
- To generate the financial resources necessary to support the University's mission.

Accreditation and Affiliations

Institutional Accreditation

University of Phoenix is accredited by The Higher Learning Commission (<http://hlcommission.org>).

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1411
Phone: 800.621.7440 | 312.263.0456 | Fax: 312.263.7462
<http://hlcommission.org>

Program Accreditation

College of Business and Information Technology and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the College of Business and Information Technology:

- Associate of Arts with a concentration in Accounting Fundamentals*
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy*
- Doctor of Business Administration
- Doctor of Management

**These programs are not available for new enrollment.*

For additional information, visit acbsp.org.

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

College of Nursing Programs

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs* (Hawaii-specific) are accredited:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs* (Utah-specific) are accredited:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

**These programs are not available for new enrollment.*

For additional information, visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona and California. Individual programs vary by state, and not all programs are available at all locations or in both online and local campus modalities.

College of Social and Behavioral Sciences and Counseling Programs

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah Campuses are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
(703) 535-5990

The Master of Science in Counseling/School Counseling at Utah Campus program is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

For additional information, please visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

Bachelor of Science in Social Work (BSSW) achieved candidacy for accreditation by the Council on Social Work Education's (CSWE) Commission on Accreditation in 2017. Candidacy for a baccalaureate social work program by the CSWE's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain candidacy in or after the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains initial accreditation (CSWE, 2019, FAQ). Candidacy is a multi-year process, and attaining candidacy does not guarantee that a program will eventually attain initial accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Affiliations

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the American Association for Higher Education, the Council for Adult and Experiential Learning, the College and University Personnel Association, Post-Secondary Electronic Standards Council, the Pacific Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, and the National Association of Veterans Program Administrators. Additionally, the University maintains memberships in various professional, program specific organizations.

Academic Programs, Facilities and Instructional Personnel Information

Academic program offerings and instructional facilities vary according to geographic area and delivery mode at the local campus or online modality. Not all programs are available at all locations.

Academic Programs

University of Phoenix offers undergraduate and graduate programs in business and management, information systems and technology, security, criminal justice, nursing and health services administration, social sciences, humanities and sciences, and education. Detailed information regarding academic programs offered at specific instructional facilities is located at <http://www.phoenix.edu/programs/degree-programs.html> and the appropriate Academic Catalog at <http://www.phoenix.edu/programs/degree-programs/academic-catalog.html>. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program-specific information.

Academic Program Improvement

University of Phoenix pursues a strategy of continuous improvement in relation to its academic programs. This strategy is implemented through assessment processes designed to measure student learning at various levels within the University. Multiple direct and indirect outcomes-based assessment and evaluation measures are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Resulting data is used to evaluate and improve academic programs and enhance the overall academic experience.

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the students, faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability.

The process for outcomes-based assessment of student learning uses the Plan, Do, Check, Act model of continuous improvement. By utilizing this model to guide assessment processes, the colleges design programs with clear measurable outcomes aligned to specific job skills based on employment data and scaffolds learning so students have sufficient opportunities to demonstrate the outcomes; systematically gather evidence of student learning through data analytics and qualitative feedback; analyze and interpret assessment learning results using insights from faculty; and use assessment findings to improve student learning.

Academic Programs

Undergraduate and graduate programs at University of Phoenix are offered in arts and sciences, business and management, communications, criminal justice and security, education, health administration, human services, nursing, psychology, and technology. Undergraduate students are required to complete general education requirements that are distributed across traditional liberal arts categories and interdisciplinary components. General Education requirements are described in greater detail in the Undergraduate Programs section of the catalog. Not all programs are offered at all campuses. Specific programs offered are listed later in this catalog.

University Library

The University of Phoenix Approach to Library Services

The University of Phoenix Library uses current information technology to provide relevant and timely information in support of the learning process. The library users are "knowledge workers" and busy working adults who need to develop the ability to access and utilize digital information. The online distribution of scholarly resources provides functional access to the kinds of information our library users will expect to use throughout their academic programs and careers.

The core of our library is an array of electronic resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our numerous resource subscriptions, the library facilitates user education, offers document retrieval and interlibrary loan services, and provides research guidance.

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members. University Library users enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

What is in the University Library?

Access to eBooks, reference materials, scholarly journals, and periodicals all selected for their relevance to each University of Phoenix degree program are contained within the University Library.

Financial reports on public companies and a variety of directories and other reference publications are also available. In addition, the University Library has a collection of multimedia available, including videos, images, and audio files, on a variety of topics. Many of the resources found in the University Library are academic materials are made available through license agreements with content providers; this content is not generally available to the general public through open websites.

Getting Started with the University Library

To get started using the University Library, students and faculty members should follow these steps:

- Visit the student and faculty website <http://my.phoenix.edu>
 - This is the same website used to obtain course modules, grades, and other University of Phoenix resources and services. A link to the Library is on the main page.

Electronic Reserve Readings

In addition to the University Library resources for research by topic, University Library staff members also maintain Library Reserve Readings for individual courses. These pages provide direct links to content relevant to the course curriculum. Access to Library Reserve Readings, when available, are listed on the course page within the student portal.

Additional Resources for Help

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available within the Library's collection. Specific timelines and rules apply to this service.
- The Research Databases (<https://library.phoenix.edu/az.php?>) section provides detailed information on the library's collection.
- Resource recommendations by subject can be found by utilizing our Subject Guides on the library homepage.
- The How Do I Guides available in the Library contain in-depth guidance on common research questions and operating procedures.

How to Contact the University Library

Student Technical Support 1-877-832-4867

Email library@phoenix.edu

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the our Research Database link on the library's main page.

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

The mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals. As a result, the University's teaching and learning model is grounded in the theoretical and empirical literature of learning and cognitive psychology. The University employs best practice from recent education literature, as well as best service practices that enhance the academic experience for students who are new to higher education. This combination increases student retention and successful degree completion.

Active Learning

The model is based first on the assumption that the learner's active involvement in the learning process is essential to good practice. Thus, in all modalities University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the development of academic and professional competence. By involving students in a variety of learning activities, respect is demonstrated for diverse ways of learning and knowing. Interaction and participation in classes and Learning Teams is expected of those students in the bachelor and master degree programs. Students pursuing an associate degree online (excluding AACR & AAPF) are involved in collaborative learning activities, and a small number of courses may require participation in formal Learning Teams.

Collaboration

The effectiveness of cooperation and collaboration in enhancing learning is well and widely documented. Structures that encourage and facilitate collaboration are central to the University's teaching and learning model. Working students frequently come to formal learning activities with greater life and work experience. This means that learners themselves can be invaluable resources in enhancing their own and others' learning. Traditional pedagogy emphasizes a top-down, vertical transfer of information. Students with rich and varied experience find benefit in instructional practices that encourage collaboration. This adds a robust horizontal dimension to the learning exchange as students teach and learn from one another. Good practice in education capitalizes on this dimension to the students' advantage.

Emphasis on Application and Relevance

There is wide agreement in the literature that students learn best when bridges are built between new knowledge and the learners' experience. Practices that encourage reflection and application are based on the recognition that a learner's experience provides a context through which he or she is more able to construct meaning from new information. It also makes learning relevant to the learners. In University of Phoenix courses, students' experiences and current circumstances are interwoven with subject matter in class discussions as well as in individual, team and other collaborative assignments. Real-world relevance is critical to basic comprehension as well as to maintaining student interest. Students very often say they are able to apply at work the next day what they learned in class the night before.

University Learning Goals

The University's faculty leadership, in collaboration with consultants from the National Center for Higher Education Management Systems, has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:

- Professional Competence and Values
- Critical Thinking and Problem Solving
- Communication
- Information Utilization
- Collaboration

The intent of the University's learning goals is to help all University graduates attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degrees or credentials they are earning, while developing competence in essential intellectual and social processes that will enable graduates to practice their professions successfully.

Curriculum

The University's curriculum is faculty-developed and centrally managed by a team of college staff and instructional designers with objectives and outcomes that are carefully defined. Individual instructors have the responsibility to expand and enhance the basic curriculum by augmenting it with current resources and practices. The curriculum is under continual content and quality review.

Awarding Credit Hours

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Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. One Carnegie hour is defined as 50 minutes of faculty directed or student directed activities. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks.

The curriculum at University of Phoenix (UOPX) is faculty-developed and centrally managed. Instructional strategies include the use of synchronous and asynchronous activities inside and outside the online and/or physical classroom and are designed to be outcome focused and engaging. To ensure the appropriate level of curriculum coverage and rigor, students are required to participate in weekly classroom-based learning activities including direct faculty instruction and collaborative activities, and/or additional hours of faculty-directed student engagement using a variety of instructional strategies and online learning activities, which are designed to support the course topics and objectives.

The table below summarizes the minimum required number of hours of faculty-directed (instruction) and student directed (homework) learning activity engagement for each credit award value at all credential levels. Additionally, the table includes the minimum course duration (in weeks) for each credit value necessary for faculty to effectively cover course content, and for students to reasonably assimilate the information, based upon federal guidelines and commonly accepted practices in higher education. All courses which award college credit shall conform to these minimum required hours.

University of Phoenix College Credit Bearing Course Recommendations

Credits	**Minimum required faculty-directed classroom-based hours	**Minimum faculty recommended hours for student-directed homework (includes reading, research, study time, and assignment development)	**Minimum hours	Minimum required duration of course in total weeks
1	15	30	45	2 (*22.5/week)
2	30	60	90	4 (*22.5/week)
3	45	90	135	5 (*27/week) 6 (*22.5/week)
4	60	120	180	7 (*26/week)
5	75	150	225	9 (*25/week)

*Average hours per week, assumes student is generally taking one class at a time

Doctoral residencies, laboratory work, internships, practica, studio work, student teaching, clinical hour, and other course formats as established by the University may deviate from the minimum required duration of a course in total weeks. However, alternatives of these course types leading to the award of credit hours must still reflect at least an equivalent amount of work (i.e., time on task) as outlined in policy.

Program length is determined by faculty in accordance with common practice among institutions of higher education. The following list reflects the minimum number of credits generally required at each credential level.

Degree Level & Minimum Total Semester Credits:

- Associate Degree: 60 credits
- Bachelor's Degree: 120 credits
- Master's Degree: minimum 30 credits beyond the Bachelor's Degree
- Ph.D. or Applied Doctorate: minimum 30 credits beyond the Master's Degree

Access and Convenience of Time and Place

The University's goal is to make access to programs and services available to all those who wish to avail themselves of them and to work to completion of a degree program.

University of Phoenix campus-based programs are offered at times and in places that are convenient to adult learners. Classes are held primarily in the evening and on weekends when learners are most likely to need access. Wherever possible, campuses and learning centers are located at strategic locations near major freeways and thoroughfares that permit convenient access.

Access in the 21st Century means many different things. To the student in rural America or the working parent with children at home, access may be possible only through an Internet connection. Those students usually work toward their degrees through courses offered online or via FlexNet®, a combination of classroom and online learning.

Program Format

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. Classes delivered via the online modality meet asynchronously throughout each course week. Campus-based classes meet once per week for four (4) hours. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University's low student/faculty ratio and class size that average 17-23 students at the Online campus and 7-11 students at local ground campuses facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time. This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

Class Size

Minimum and maximum class size may vary by college, course, and location. Some colleges may determine a specific minimum and maximum class size given the curriculum and learning model.

Learning Teams

In addition to regular course instructional sessions, bachelor's and master's level students may work in Collaborative Activities, including Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. Collaboration is an essential design element in the University's teaching and learning model -- an ability expected of employees in information-age organizations and one of the University's primary learning goals. Due to the unique teaching and learning model and objectives, students enrolled in an associate degree program at online (excluding AACR & AAPF) usually do not participate in Learning Teams, but are encouraged to collaborate and participate in classroom assignments.

All students enrolled in degree programs and/or designated certificate programs using the collaborative learning team model must meet learning team attendance policies. Teams may meet in person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums. Students must indicate their participation in the learning team meetings and/or assignment deliverables. Students are expected to actively participate in the team's activities. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of the student portal. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishment of team goals.

Technology Enhanced Courses

Some University courses are 'technology enhanced' courses. These courses (designated with a 'T' at the end of the course ID) differ from courses in the standard University of Phoenix format in that they employ the use of adaptive learning diagnostics at the beginning of each week of class to identify existing knowledge and knowledge gaps regarding the week's course content. Students then spend the week engaging in specific learning activities designed to fill in those knowledge gaps in a courseware platform outside of the online classroom. These frequently include auto-graded activities that provide students with instant feedback. The class size in a technology enhanced course is larger than for standard University of Phoenix courses. In order to effectively manage the discussion in these larger groups, students are placed into learning teams. Learning teams in a technology enhanced course differ from learning teams in a standard University of Phoenix course in that they serve as discussion communities only and do not require students submit learning team assignments for points.

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals and leaders in other professional arenas. A listing of faculty may be obtained at each local campus and/or in the appendix pages at the end of this catalog. Faculty Lists are also published for each college and school on www.phoenix.edu.

Employee Screening

Subject to the requirements of federal, state, and local law, all external candidates who receive an offer of employment with the University must have a background check completed with the University.

Student Technology Recommendations and Competencies

In an effort to assist students with adequate preparation for their coursework at University of Phoenix, technology recommendations and competencies have been established.

Students will need to access and use the hardware and software as described below. Additional recommendations and competencies may be required for particular courses or programs. Students using software and hardware other than that recommended must still meet the technology competencies. Please note that, due to the rapid rate of change in information technology, hardware and software competencies will be updated on a regular basis. Some courses in the College of Business and Information Technology may require additional software.

Technology Recommendations

Hardware and Peripherals

You must have reliable access to a personal computer or utilize technology at one of our campuses or student resource centers that meets the following specifications.

- An Intel i3 or AMD Ryzen 3 processor or better recommended.
- 8 GB RAM or greater recommended
- A high speed internet connection with a recommended connection speed of 25 Mbps or better.
 - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials.
 - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
- Keyboard and Mouse is recommended
- Speakers/Headphones and Microphone
 - A noise-cancelling headset is recommended.
 - Public access computers may not permit usage of speakers, headphones or microphones.
- A web camera capable of video web conferencing
 - Public access computers may not permit usage of web cameras.

A DVD/CD-ROM drive may be needed to install software in select courses

Software and Applications

You will need a computer with Microsoft® Windows or Apple® Mac OS and familiarity with the following items:

Operating System

	Recommended
Microsoft® Windows	Windows 10 or higher
Apple® Mac OS X	Latest Version

Microsoft® Windows may be required for some software to work in various courses

Web Browser

Windows	Recommended
Google® Chrome	Latest Version
Mozilla® Firefox	Latest Version
Microsoft® Edge	Latest Version
MAC OS	Recommended
Apple® Safari	Latest Version
Google® Chrome	Latest Version
Mozilla® Firefox	Latest Version

The University of Phoenix only supports the browsers listed above.

Please note that newer browser versions incorporate security fixes and newer technologies, which may often lead to a better user experience. Current browser versions are highly recommended when the option is available.

Additional Software

- Microsoft Office is required; Microsoft Office 365 is provided free of charge to all active students.
- An up to date installation of Adobe® Reader
- A current anti-virus and / or security suite application is recommended but not required.

Some courses may require the following software provided by the University through the Classroom. This software requires Microsoft Windows

- Microsoft® Visio
- Microsoft® Project

Mobile Devices

Students are required to have reliable access to a PC or Mac but

may use a mobile device such as a phone or tablet as a secondary means of access.

Access to website functionality and required course materials may be limited on mobile devices.

Computer Accessibility

All students need access to a computer for success in their coursework. The operating systems on most computers already have some features that include these accessibility technologies:

- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition

Accessibility for Operating Systems

Microsoft, Apple, and Google provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft, Apple, or Google website for information beyond the documents provided here. Students may contact the Disability Services Office for questions about accommodations or visit the University's page on accessibility.

College Specific Requirements

College of Business and Information Technology

The College of Business and Information Technology may require access to additional software. Software currently provided by the University on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements in your course. Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

College of Education

The College of Education may require access to additional software and hardware for the purpose of meeting individual state mandates. You may be required to submit video clips during your program to meet assignment requirements, during the student teaching or practicum experience (if applicable) to meet assessment requirements, and near the end of your program to meet licensure requirements. You may be required to purchase or obtain access to relevant software and hardware. Please look for updated software/hardware requirements in your courses.

A minimum Internet upload speed of 2Mbps is recommended to help facilitate the video uploads.

College of Doctoral Studies

The College of Doctoral Studies requires that students bring a laptop computer that meets the above technology requirements to any/all physical residencies or classes.

MyPhoenix: Student Portal

MyPhoenix is a secure multifunctional electronic gateway to numerous student and academic services which includes access to the University Library, class schedules, course materials, the electronic class environment, assignment feedback and grade reports, as well as transcripts. MyPhoenix is accessible 24/7 and requires no special software, and can be accessed from a computer or mobile device with an internet connection. MyPhoenix also acts as

a hub to additional student resource sites including the Center for Writing Excellence, Center for Mathematics Excellence, Life Resources Center, and Phoenix Link.

Center for Writing Excellence: An online resource that includes tools to help students with organizing thoughts, formatting and citing papers, checking grammar, learning new language skills, and reinforcing forgotten concepts.

Center for Mathematics Excellence: An online resource that includes live math tutoring and virtual tools for building math confidence.

Library Support: Current students may use the University's Ask a Librarian service to email a staff librarian; responses are sent within six hours, including weekends. Online tutorials help students navigate individual library resources and the overall library site.

Life Resource Center: The Life Resource Center provides access to confidential and complementary services and resources related to life coaching and counseling, including webinars, podcasts, articles, and assessments. Certain services are available a limited number of times, but can be extended for a nominal fee.

PhoenixLink: A suite of career tools where students will find support for their career goals. Students can access career planning and readiness tools. Active degree- and certificate-seeking students can schedule a consultation with a certified career advisor. For details, visit phoenix.edu/career-services.html.

Changes made at the institution are provided to students through catalog updates and other communications available through MyPhoenix including a message center as well as email communications sent to the student's institutional email address.

When students go through the application process to the university, they are provided with information needed to connect to MyPhoenix. Students may also be able to access the electronic class environment where courses are provisioned, assignments are turned in, and exams and class resources are accessed. Each student's MyPhoenix login credentials are unique; and students may not share their login credentials with anyone or they could be subject to Student Code of Conduct violations.

University of Phoenix students attend class on-campus, online, or in a hybrid modality known as FlexNet®. Regardless of modality, all students use the same materials for a specific course, have access to all student resources available on MyPhoenix and the electronic classroom environment. Students turn in assignments by accessing assignment links in the electronic class environment, which can be accessed through MyPhoenix. Discussions and participation during online class weeks are asynchronous, so there is no need to be online at a specific time during each online class week. Class discussions are private, limited to members of the class. University of Phoenix authorizes Deans and administrative staff and faculty in the Colleges, Directors of Academic Affairs, Campus Academic Directors and certain university administrators to review submissions to the electronic class environment and to assign links to assist in the resolution of grade disputes, grievances, and charges of academic dishonesty, as well as to confirm and/or investigate other academic-related issues as necessary.

Classroom Recording Policy

Students may only make audio and/or video recordings of University of Phoenix class presentations, activities, and discussions if they meet one or more of the following criteria:

- The recording is for personal academic use as part of the student's current course and occurs with the prior written consent of the faculty member teaching the class.
- If the recording is for use outside the current course, the student obtains the prior written consent of the faculty member and the FERPA consent of every student who is personally identifiable in the recording.
- If there is a documented University of Phoenix Disabilities Service Office or Title IX authorized accommodation requiring recording of specific parts of a class session.

Faculty may make audio or video recordings of class presentations, activities, and/or discussions if they meet one or more of the following criteria:

- The recording is for sharing with students and school officials who are enrolled or participating in the current course in which such audio or video recording is made.
- If the recording is for use outside of the current course, the faculty member obtains the FERPA consent of every student who is personally identifiable in the recording.
- If there is a documented University of Phoenix Disabilities Service Office or Title IX authorized accommodation requiring recording of specific parts of a class session.

Unless a class recording is made with the appropriate authorization(s) as set forth herein it shall not be copied or shared with others, posted on a website to which others have access, or used or disseminated in any other manner.

Institutional Assessment Policy

A. Assessment is a shared responsibility among University of Phoenix (UOPX) academic leaders, faculty, and administrators. UOPX has created a University Assessment Committee (UAC), granted authority by the Provost. Its purpose is to support a systematic, sustainable assessment process that affords the University an opportunity to continuously improve teaching practice, student learning, and student services; strengthen the University's reputation; and enhance accountability and transparency among its students, faculty and community. UAC includes representation from the colleges (including faculty and administrators), academic affairs, student service and co-curricular areas, Center for Teaching and Learning, Accreditation and Regulatory Compliance, and academic operations.

Assessment of student learning at UOPX is divided between the colleges, Center for Teaching and Learning, and Assessment and Institutional Research. Assessment and Institutional Research ensures a consistent, systematic assessment process that all colleges follow. Faculty within the colleges have a significant role in the assessment of student learning outcomes and the continuous improvement of student learning.

- Assessment and Institutional Research responsibilities include:
 - Ensuring appropriate infrastructure to support assessment
 - Establishing sustainable assessment processes and requirements
 - Ensuring faculty have opportunities to engage in the assessment process
 - Providing resources, support, and training for assessment activities
- College responsibilities include:
 - Using assessment results to improve program quality.

- Providing leadership over assessment activities for their programs at local campuses and online
- Ensuring compliance with regulatory, accreditor, and University assessment requirements
- Center for Teaching and Learning responsibilities include:
 - Developing assessments of student learning for use by faculty in the classroom
 - Following University assessment requirements
- Faculty responsibilities include:
 - Assessing individual student learning within the classroom
 - Assisting in programmatic assessment of student learning, when called upon
 - Serving as content experts and actively participating in assessment planning and processes (faculty subject matter experts and faculty assessment liaisons)

Each student service and co-curricular area is responsible for implementing assessment and is also supported by the Assessment and Institutional Research team within the Office of Institutional Effectiveness. The Assessment and Institutional Research team ensures a consistent, systematic assessment process at the University level that all student service and co-curricular areas follow. Staff have a significant role in assessment and continuous improvement of student services. (R1, R3)

- Assessment and Institutional Research responsibilities include:
 - Ensuring appropriate infrastructure to support assessment
 - Establishing assessment processes
 - Providing resources, support, and training for assessment activities
- Student service and co-curricular area responsibilities include:
 - Participating in University assessment efforts by:
 - Collaborating with Assessment and Institutional Research to develop specific assessment plans
 - Ensuring compliance with regulatory, accreditor, and University assessment requirements

Competency-Based Education Programs and Courses

Competency-Based Education (CBE) Programs: University of Phoenix CBE program offerings are credit-hour programs designed to provide prepared students with an opportunity to pursue a degree at a more accelerated pace and with more flexibility than a traditional program offering. CBE program offerings allow students to demonstrate the appropriate level of mastery of relevant core competencies as a means of earning credit toward a degree. The University's CBE program offerings include the designation "Competency-Based" in the official program name, and CBE courses include the designation "CB" in the course ID prefix.

CBE Courses: Students enrolled in a CBE program are enrolled in up to five courses concurrently. Each CBE course is 16 weeks in length. Each CBE course is made up of a cluster of competencies. Students must demonstrate an acceptable level of proficiency in each competency by completing a competency assessment. Students are allowed three attempts at a competency assessment, and must achieve a grade of ME (Met) or MA (Mastered) for each competency in a course in order to receive an overall passing grade of ME or MA for the course.

CBE Faculty: CBE programs follow the University's established Faculty Model. The Faculty Model provides the University with an experienced team of faculty who are involved in faculty governance and teaching activities. The University's teaching and learning model, Faculty Code of Conduct, curriculum management strategy, overarching educational philosophy, and faculty and student resources to support the teaching model are all integral components of the Faculty Model. Within the competency-based programs, faculty motivate and guide students from orientation to graduation. Faculty will provide guidance and support in academic areas for their assigned students throughout the duration of students' programs.

Faculty are subject matter experts in the content area of the program. Faculty members are content experts in specific competency areas, and they use that expertise to guide students through learning activities to support their academic development. Associate faculty facilitate student learning through synchronous and asynchronous learning activities. They assist students by providing academic resources and support for achieving each learning objective and competency to be mastered, and by providing feedback to students on their learning. Faculty are trained in the use of assessment rubrics to ensure reliability in the assessment of students' competencies.

CBE Academic Policies: Academic policies specific to CBE programs and courses (e.g., attendance, grades, academic standing) are found within the corresponding policies for traditional programs and courses.

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UNIVERSITY POLICIES

Academically Related Activities

Academically Related Activities (ARAs) are used to determine academic engagement, and a student's official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. The following activities that occur on or after the course start date and on or before the course end date will be considered ARAs by the University:

- Discussion posts via Blackboard in a course
- Assignment submissions posted via Blackboard in a course
- Quiz/Exam submissions via Blackboard in a course
- Participation in an interactive tutorial, webinar, or other interactive computer-assisted instruction that is graded and required in a course.
- Participation in a learning team session with one or more other classmates conducted via Blackboard Collaborate, that lasts at least two minutes, excluding faculty-led instruction sessions.
- Learning team discussion posts in the Assignment Submissions section via Blackboard in a course
- Student interactions with faculty regarding academic matters via Blackboard Messages and/or Collaborate sessions
- Physical Attendance verified by a signed attendance roster in local campus courses only

ARAs will not generate in Audited (AU) courses regardless of activity type.

Institutionally Scheduled Break

For all students, the University's winter institutionally scheduled break for the 2021/2022 award year is December 21, 2021 - January 3, 2022.

For students attending a local campus, one or more additional University institutionally scheduled break(s) may apply for University observed holidays for the 2021/2022 award year. For University observed holidays, a one week institutionally scheduled break will be placed on a student's academic record in the event that he/she is enrolled in a course that has been extended at a local campus due to a University observed holiday; the actual dates of the institutionally schedule break will vary based upon the observed holiday. Currently the University observes the following additional holidays: Memorial Day, Fourth of July, Labor Day, Columbus Day, Thanksgiving Day and day following, Martin Luther King Jr. Day, and President's Day.

Course Attendance Policy

Attendance is mandatory in all University courses. Students satisfy course attendance requirements through the activities listed below:

- **Competency-Based Education (CBE):** Students in a CBE course are required to post at least one Academically Related Activity in each course they are concurrently enrolled in, by the end of the second week in order to meet attendance requirements. CBE students who do not post in a course by the end of the second week will be dropped from that course.

- **Academic Engagement Requirement:** In addition to posting positive attendance for each course they are concurrently enrolled in, students in a CBE program must remain academically engaged. Academic engagement in a CBE program is achieved by having at least one Academically Related Activity recorded (see Academically Related Activity policy) in at least one of the courses the student is concurrently enrolled in within their CBE program every 14 days, in alignment with the University's criteria for Active Full Time Enrollment Status. CBE students who have posted positive attendance but who go 14 days without any academically related activities in any one of their concurrently enrolled courses (without an institutionally scheduled break) will be removed from and receive W grades for all courses in which they are concurrently enrolled.
- **Local Campus and In Person Residency:** Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster.
 - Most local campus courses meet four hours per week.
 - Most in person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- **Directed Study:** Students must post one Academically Related Activity during the scheduled class during the online week.
- **FlexNet:** Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during the online class weeks if they post one Academically Related Activity on at least one day during the online week.
- **Preceptorship Clinical Courses:** Students enrolled in preceptorship courses are not required to meet classroom workshop attendance in person as they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member as documented on the attendance roster to record preceptorship progression. Students are responsible for notifying the faculty member prior to the start of the course workshop week if they are no longer engaging in required supervised clinical activity, and plan to withdraw from the course, to ensure attendance is recorded accurately.
- **Counseling Residency Courses:**
 - **Online week:** Students must post at least one Academically Related Activity at least one day during the online week.
 - **Three day residency:** Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in person residency will receive a failing grade for the course.

Unexcused Absence Policy

Unexcused absences will result in an automatic "W" grade if students miss more than the maximum allowed absences. Students who miss equal to or less than the maximum allowed absences by the end of their course will receive a letter grade and will not be eligible to receive a "W". Refer to the chart below:

Number of workshops	Allowed Absences	Absences resulting in Withdrawal (W) grade
1-4	0	1
5-9	1	2
9 (Online associate)	2	3
10-59 (excluding CBE courses)	2	3
60+	9	10

Students in CBE courses will be given an automatic W grade if they have posted at least one academically related activity in the course, but have not exhausted all attempts at any competency assessments when they have been withdrawn from the course.

Students may submit a request for an excused absence prior to or after the missed week of attendance (for courses with a weekly attendance requirement), for one of the following reasons with supporting documentation

- Military deployment
 - Documentation can consist of military orders.
- Required military training
 - Documentation can consist of military training orders.
- Extreme serious illness or hospitalization of student or family member
 - Documentation can include a note from the doctor or release from the hospital. The documentation does not need to contain specifics of the medical condition and/or injury, etc.
- Title IX - Pregnancy and Childbirth
 - A student must be excused for medically necessary absences due to pregnancy, pregnancy-related conditions, or childbirth for as long as the doctor deems the absence(s) medically necessary.
 - Documentation can include a note from the doctor, release from the hospital, and any other documentation that would typically be required for other medically necessary absences.
- Death of a family member
 - Documentation can consist of a copy of the deceased's obituary.
- Jury Duty
 - Documentation can consist of a copy of the jury summons.
- Other extenuating circumstances
 - Students may request an excused absence based on extenuating circumstances, as approved by the University.
- Natural disaster, inclement weather, or emergency situations that require campus(es) to cancel classes.

Leave of Absence

- Students who need to take a formal break from their program must submit a signed, written request for a Leave of Absence (LOA) that includes the date and the reason for the request. All students actively enrolled in certificate and degree programs at the University are eligible to request a LOA.
- Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period, including approved LOA days that occur during a period of time when the student is subsequently withdrawn.
- A LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status, and the request is not due to unforeseen circumstances that occurred prior to the UW status.
- If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA will be denied.
- The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.
- Student must return to the same program of study in which they took the LOA.
- Student must return on the date designated as the Return Date on their LOA Request Form, or the student will be withdrawn from the University.

University Withdrawal

The University Withdrawal policy addresses a student's separation from the University and is applicable to all students enrolled in degree or certificate programs. Students may be officially, unofficially, or administratively withdrawn. When a student is withdrawn, the University records both a withdrawal effective date and a date of determination (the date when the University determined that the criteria for withdrawal was met).

- **Official Withdrawal:** Students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW).
 - The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.
 - The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal effective date or the date the student indicated in their notification to the University of his/her official withdrawal.
 - Students wishing to officially withdraw from the institution may complete the self-service Official Withdrawal automated process via the University student website.
 - Students who wish to rescind their intent to withdraw from the University must participate in an ARA after the effective date provided on the student's Official Withdrawal form.
- **Unofficial Withdrawal:** Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UW) after 14 days of consecutive nonattendance in an ARA determined from University attendance records.

- The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence, is the last date of attendance in an ARA determined from University attendance records.
 - For a student who fails to return from an approved leave of absence, the University will review the student record on or after the approved LOA end date.
- For a student who is unofficially withdrawn, the DOD is the 15th day after the last attendance at an academically related activity.
 - For a student who fails to return from an approved leave of absence, the DOD is the day after the student's approved LOA end date.
- If a student is granted an extension in the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance in an ARA. During this time a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.
 - For a student who is granted an IX grade and does not post an ARA after the IX grade extension end date, the DOD is the day after the student's IX grade extension end date.
- **Administrative Withdrawal:** Students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals (AW).
 - The withdrawal date for students who are AW is the last date of academically attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.
 - The DOD for students who are AW from the University is the date the University decides to administratively withdraw the student.

Academic Program Re-Entry

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from their last recorded academically related activity.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within the program completion deadline, or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within the program completion deadline, based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current program version in their state or jurisdiction.

- Re-entry students who cannot complete their program within the program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry into an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enter a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Holiday Calendar

The University's holiday calendar is listed below.

2020-2021 Holiday Calendar

4th of July	July 4, 2021 - July 5, 2021
Labor Day	September 6, 2021
Thanksgiving	November 24, 2021 - November 28, 2021
Winter Break	December 21, 2021 - January 3, 2022
Martin Luther King Jr Day	January 17, 2022
President's Day	February 21, 2022
Good Friday	April 15, 2022
Easter	April 17, 2022
Memorial Day	May 30, 2022

Course Equivalencies

Equivalent courses are University approved courses that act as an acceptable alternative to a required course, as determined by the applicable college, and may apply to a program in place of that required course. Courses must have substantially similar content, course objectives, and/or learning outcomes. Equivalencies are subject to change based on program update or college need. Equivalent courses must be at the same level or higher than the courses they are replacing and must have the same number of credit hours or higher.

Combination equivalencies are used when the content of two or more courses taken together are deemed to have substantially similar content, course objectives, and/or learning outcomes to the content of one course. Unless stated otherwise, when a combination equivalency is used to satisfy a course, the excess credits from the combination may apply toward the Additional Liberal Arts, Interdisciplinary, and/or Elective requirements for the program. If all courses needed to satisfy a combination equivalency are not successfully completed, the equivalency will not be satisfied. Students should complete the required course as outlined in the program policy.

When equivalent courses are completed, only the most recently completed course will be counted for credit and GPA calculations. Equivalent courses are subject to the minimum grade requirement for courses applicable to a student's program.

The applicable college may also provide course options that are not direct equivalencies to the required course, but which the college has determined to be acceptable alternatives to a required course for a specific program.

Course Cancellation

University of Phoenix may be required to cancel courses when necessary. In addition, courses may not begin on their scheduled start dates in the event of certain circumstances, such as faculty availability or insufficient enrollment. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course if available. Any payments made for cancelled courses will be refunded or applied to another University course. All attempts will be made to address such cancellations with students as early as possible.

Directed Study

With approval of the campus director of academic affairs or designated appointee, students may complete college-approved courses, as available, via directed study as outlined below:

- **Undergraduate and graduate degree program enrollment:** a maximum of 12 completed credits in the program
- **Doctoral degree program enrollment:** a maximum of 21 completed credits
- **Credit-bearing certificate program enrollment, consisting of four or more courses:** a maximum of 3 completed credits in the program.
- **Deployed active duty military students (local campus only):** a maximum of 15 completed credits per academic year after providing official documentation of the deployment timeframe to their local campus.

As an exception to the program limits outlined in this policy, students in the following programs may complete college-approved courses, as available, via directed study as outlined below:

- **Master of Science in Counseling:** a maximum of 9 completed credits toward a degree program upon approval by the program chair or designated appointee.
- **Doctor of Nursing Practice:** a maximum of 12 completed credits in the program upon approval of the Associate Dean or designated appointee.
- **College of Doctoral Studies post master's certificates:** a maximum of 9 completed credits in the program upon approval of the campus director of academic affairs or designated appointee.

Students enrolled in a competency-based education (CBE) program

cannot complete CBE courses via directed study.

Concurrent Enrollment

- Concurrent enrollment is defined as simultaneous enrollment in any two or more University of Phoenix (UOPX) courses. Students enrolled in courses outside the University are excluded from this definition. Courses will be considered concurrent when start and/or end dates overlap.
- Students enrolled in an undergraduate or graduate degree program may not enroll in more than two credit-bearing courses concurrently.
- Students enrolled in a competency-based education (CBE) program may be enrolled in up to five CBE courses concurrently. Each CBE program has a preferred sequence that divides required courses into groups of concurrent courses established by the applicable college. Students in a CBE program should be scheduled for a minimum of four courses concurrently, unless they have fewer than four courses remaining to complete their program requirements, or need to fulfill prerequisite requirements or the conditions of a negative academic status that necessitate the student take less than four courses in order to remediate the status.
- Non-degree students, who have successfully completed one course with the University, may enroll in up to three non-degree, credit-bearing courses concurrently.
- Concurrent enrollment is prohibited in the following scenarios:
 - the first two courses at their current program level, unless they are enrolled in a CBE program.
 - during the Phoenix Success Series for students in Pathway B
 - student is on Academic Probation (AP) status.
- Some programs may have additional program-specific concurrent enrollment policies. Any additional requirements are documented within policy for those specific programs

Multiple University Credentials

Students may earn multiple credentials from University of Phoenix (UOPX). The following policies apply:

- Only one degree in a specific discipline may be earned at the bachelor's and master's program levels; however, students can earn multiple degrees in different disciplines within those program levels. For the purpose of this policy, the term discipline refers to the subject or content area for the program (e.g. Psychology, Accounting, Cybersecurity, etc.).
- Students may earn only one certificate in a specific discipline at each course level (lower division, upper division, graduate, doctoral).
- Students who have been conferred from a degree or certificate program cannot return and enroll into a lower level degree or certificate in the same discipline as their previously completed program.
- Programmatic residency must be met for each credential through the completion of a prescribed minimum number of unique UOPX credits.
 - Master's degree-seeking students must complete a minimum of 18 credits toward an additional master's degree.
 - Bachelor's degree-seeking students must complete a minimum of 30 unique credits in the required course of study for the additional bachelor's degree in order to meet residency.

- Program-specific exceptions and programmatic residency requirements that do not fall within the above guidelines are outlined in specific program policies.

Students may only earn one associate degree.

Students may not complete more than one degree program from the College of Doctoral Studies, with the exception of the Educational Specialist (EdS) program. EdS graduates may earn any doctoral degree in addition to their EdS credential.

Unless otherwise stated within a program policy, students may receive a certificate in the same area of focus as the specialization, concentration, or emphasis in their degree program.

Maximum Credit Limits

The University has identified the maximum number of credits a student may complete during a 12-month period. This limit is determined based on the student's actual start date in their program at University of Phoenix (UOPX). The number of credits completed within a 12-month period is limited by the program level of study the student is actively pursuing.

- Undergraduate students may complete a maximum of 45 UOPX credits in a 12-month period.
- Graduate students may complete a maximum of 39 UOPX graduate credits in a 12-month period.

Students who are enrolled in both graduate and undergraduate programs are limited by the undergraduate credit maximum.

Course Credits

All credits issued for successfully completed University of Phoenix course work are in semester credits. Courses numbered 100-299 carry undergraduate, lower division credit. Courses numbered 300-499 carry undergraduate, upper division credit. Courses numbered 500-599 carry graduate credit. Professional courses numbered 600-699 may be applied to either undergraduate or graduate credit requirements. Courses numbered 700-799 carry doctoral credit.

Most courses are three semester credits. In a typical three-credit course, and consistent with federal and accreditation requirements regarding the award of college credit, students can expect to engage in a minimum of 45 hours of faculty directed learning activities including classroom-based instruction/discussion, learning team projects, and/or additional learning activities (e.g., simulations, tutorials, videos, etc.). Additionally, students can expect to engage in a minimum of 90 hours of faculty recommended homework (i.e., reading, research, assignment development, and class preparation). These faculty-directed and student-directed expectations are intended to ensure a minimum level of content coverage and overall curriculum rigor is achieved in addressing the course objectives.

Student Identification

All students are assigned a unique student identifier called an Individual Record Number (IRN). This is the primary number students use to obtain campus, web and voice response services. A letter and ID card will be mailed upon request.

Current students have the option to visit their local campus or learning center and have a picture identification (ID) card created. In order for an ID card to be printed you must:

- Be in an active status with University of Phoenix (Full time, Less Than Half Time, and Leave of Absence)

- Before issuing the Photo Student ID, a government issued ID must be provided to staff to confirm student identity and eligibility

The Photo Student ID card will be issued by University staff at the local campus or learning center. Not all local campuses or learning centers may offer this service.

Name and Social Security Number Changes

The University requires documentation of legal name and social security number changes. The following primary forms of identification will be accepted for a legal name change:

A copy of one of the following forms of identification will be accepted as proof of your legal name change. The document provided must be signed and must accurately reflect your full legal name.

- Court Ordered Name Change
 - Social Security Card
 - Passport/Passport Card
 - Permanent Resident Card
 - Certificate of Naturalization
 - Driver's License
 - *International students may also submit:* National Identity Card
- These forms must illustrate the name exactly how it is requested on the Name Change form. A signed social security card issued by the Social Security Administration is required for changes in social security numbers.

Letter Request

All student letter requests must be processed by the Registrar's Office. Students may contact the Admissions and Records Service Center to request letters and will be required to verify their identity per FERPA guidelines.

Directory information requests do not require a FERPA Release form.

A FERPA release is required if a letter containing non-directory information is to be faxed, mailed, or sent by encrypted email to a third party.

A FERPA release is required if a letter containing non-directory information is to be faxed, mailed, or sent by encrypted email to the student, and the student does not have the fax number, mailing address, or email address listed on the official student record.

A FERPA release is not required for students who call the Admissions and Records Service Center directly, successfully complete the Student Verification Process, and request non-directory information to be sent to themselves provided the fax number, mailing address, or email address is on the official student record. A FERPA release is also not required for letters sent to the Letter Center in the student portal because this requires an individual user ID and password.

The Registrar's Office is unable to provide letters of recommendation or assist with scholarship letters or scholarship nominations. Students may ask their faculty members to provide a recommendation for them, but granting such requests is at the faculty's discretion.

In lieu of providing a letter of recommendation, the Registrar's Office can provide a University of Phoenix approved letter or a customized letter based on information in the student's record that can be validated by the Registrar's Office.

Students may call the National Student Clearinghouse at (703) 742-4200 to verify information related to their enrollment. If the National Student Clearinghouse has sent information to lenders within the last 30 days, an enrollment verification letter is not required by the lender.

Forms

The University Registrar's Office processes forms requiring a school official's signature, coordinating with other departments to provide information as needed.

University of Phoenix may not be able to complete certain forms or accommodate certain form requests.

Directory information requests do not require a FERPA Release form.

A FERPA release is required if the form is to be faxed, mailed, or sent by encrypted email to a third party for non-directory information.

A FERPA release is required if the form containing non-directory information is to be faxed, mailed, or sent by encrypted email to the student, and the student does not have the fax number, mailing address, or email address listed on the official student record.

A FERPA release is not required for students who call the Admissions and Records Service Center directly, successfully complete the Student Verification Process, and request non-directory information to be sent to themselves provided the fax number, mailing address, or email address is on the official student record. A FERPA release is also not required for forms sent to the Letter Center in the student portal because this requires an individual user ID and password.

Students may call the National Student Clearinghouse (NSC) at (703)742-4200 to verify their enrollment information has been sent to the student's lender, or to request that the Clearinghouse resend the information to the student's lender. The University of Phoenix OPE-ID code is 020988.

Record Maintenance

University of Phoenix requires students to complete and sign all student related documents in connection with their education record. Nobody other than the student may sign forms (wet signature or e-signature) on behalf of a student.

Course Audit Policy

With approval of a Director of Academic Affairs or designated appointee, students may register for and audit University courses. Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member.

Auditing students are governed by all University policies and procedures that apply to non-auditing students.

Auditing students who have met the minimum attendance requirements for the course will receive a grade of "AU" on their permanent record which will not carry any academic credit.

ARAs will not generate in Audited (AU) courses regardless of activity type.

Students who have selected to audit a course may not change their auditing status after the start of the course.

Servicemember Readmission

The Higher Education Opportunity Act (HEOA) provides that an institution may not deny admission or readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and National Guard or Reserve duty for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

- The Servicemember Readmission policy will also apply to servicemembers as defined in section A that are temporarily unable to attend class for between 15-30 days due to a military service obligation.

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if all the following criteria are met:

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advanced verbal or written notice to Student Services or Enrollment as far in advance as reasonable under the circumstances of the student's upcoming service obligation. No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g. a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate University representative will meet the notice requirements by submitting, at the time the student seeks readmission, documentation (e.g., deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.
- The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services cannot exceed five years.
- The student must give oral or written notice of intent to return to the University within three years after the completion of the period of service.
 - A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the University within two years after the end of the period needed for recovery from the illness or injury.

If the student does not submit a notification of intent to re-enter within the time limits or documentation sufficient to establish the student's eligibility for readmission, the student is subject to the University established Leave of Absence policy and general practices.

A student's eligibility for readmission under this policy terminates upon the occurrence of any of the following events:

- A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge,
- A dismissal of such person permitted under section 1161(a) of Title 10, USC,

- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC.

Provided students meet the readmission criteria, the University must promptly readmit students to their program by assisting them in enrolling in the next available class or classes in their program unless they request a later date of readmission or unusual circumstances require the University to admit them at a later date. Unusual circumstances may include the length of any necessary retraining or intervening changes in the circumstances of the University.

When providing readmission to a servicemember, the University must readmit the servicemember with the same academic status as when the student was last admitted. This includes those students who were admitted but did not attend because of service in the uniformed services. The student will be enrolled with the same academic status as long as the University admits the student under the following conditions:

- The student is admitted to the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar, unless the student requests or agrees to enroll into a different program.
- The student is admitted with the same enrollment status that the student last held, unless the student requests or agrees to admission with different enrollment status.
- The student is admitted with the same number of credit hours completed previously, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.
- The student is admitted with the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.
- If the student is readmitted to the same program, for the first academic year in which the student returns, the student will be assessed:
 - The tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution; or
 - Up to the amount of tuition and fee charges that other students in the program are assessed for that academic year, if veterans' education benefits, or other servicemember education benefits, will pay the amount in excess of the tuition and fee charges assessed for the academic year in which the student left the institution; or
- If a student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the student will be charged no more than the institutional charges that other students in the program are assessed for that academic year.

If the student is not prepared to resume the program at the point where the student left off, or will not be able to complete the program, the University will make reasonable efforts to help the student become prepared to complete the program including, but not limited to, providing refresher courses at no extra cost and allowing the student to retake a pretest at no extra cost.

If after reasonable efforts, the student is still not prepared to resume the program at the point the student left off, or the University determines that there are no reasonable efforts that can be taken to prepare the student to resume the program at the point the student left off, or to enable the student to complete the program, the University is not required to readmit the student.

Military Deployment

University of Phoenix supports the educational needs of servicemember students who are temporarily unable to attend class due to military service obligations.

When students learn they will be temporarily unable to attend class due to military service obligations, students must notify their academic representative and their faculty member either orally or in writing. In order for the University to provide accommodation(s), students must provide documents sufficient to show the student has a military service obligation.

No advance notice by the student is required if giving of such notice is prohibited by military requirements (e.g. a mission, operation, exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate University representative, will meet the notice requirements by submitting, at the time the student seeks re-admission, signed documentation (e.g. deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.

The University is unable to coordinate decisions regarding the student's record or take action on the student's record through a third party without appropriate authorization granted through a Power of Attorney.

If the student is enrolled in a course at the time of their military service obligation and would like an opportunity to complete the course in which they are currently enrolled, there are four accommodations which may be used to support the student:

- Excused absences may be granted in accordance with the Excused Absence policy. The University will use discretion and take such action only if the excused absences would benefit the student.
- Allow the student additional time to complete assignments missed due to military service obligation.
- Any points which would normally be deducted for lost participation should be removed from the calculation of the student's final grade for the affected period.
- An Incomplete (I) grade will be issued instead of a Withdrawal (W) grade. The I grade may be issued with an initial extension of six weeks beyond the traditional five-week extension (for a total of 11 weeks). No grading penalties will be applied to students who receive an I grade for military service obligations.

If the student will be unable to complete the course due to military service obligation, the student may drop from the course and receive a full refund of tuition and fees for the course and a "W" grade will be issued.

Students who will be temporarily unable to attend class due to military service obligations are advised to contact Student Financial Services regarding the status of their account and/or financial aid.

- If documentation is provided at the time of the military service obligation, Student Financial Services will review the student's account and if it is determined to be applicable, will place the student in Military Forbearance status and/or on a Leave of Absence. Military Forbearance status ensures students do not continue to incur tuition charges and that current tuition charges are placed on hold for payment until the student returns from deployment.

In the event the student wishes to re-enter their program following their military service obligation, the University's Servicemember Readmission policy may apply.

Transient Student Policy

A transient student is an individual who is enrolled in a degree program at an outside institution but is approved to complete non-degree coursework at University of Phoenix (UOPX) to fulfill program requirements at their home institution.

Prior to being scheduled for coursework at UOPX, transient students must have an approved Transient Student Request form on file.

Students attending the University as transient students:

- Will be held accountable for, and be governed by, all University classroom, conduct, and other associated policies regarding student behavior and academic progression as set forth in the University's Academic Catalog.
- Will not be reviewed for the specific University admission requirements as a degree-seeking student.
- Are held to their home institution's academic preparedness requirements and will not be individually reviewed for satisfying University pre-requisite requirements for the courses they are entering.

Preferred Transfer Institution Policy Exceptions

Applicants to University of Phoenix (UOPX) who are transferring from closed (or closing) institutions will be allowed exceptions to specific UOPX admission and academic policies if UOPX is designated as a preferred transfer institution. Policy exceptions will be established, where reasonable, to ensure a timely and efficient admission process and to minimize any loss of credits in transfer.

Acceptable Transfer Activity

The following completed transfer activity types will be reviewed for transfer into the University:

1. Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by an approved institutional accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University. In addition, graduate level coursework from institutions that hold accreditation through the ABA (American Bar Association) or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.
2. American Council on Education (ACE) credit recommendations (e.g. Military)
3. National College Credit Recommendation Service (NCCRS) credit recommendations
4. National testing program credit earned from:
 - a. College Level Examination Program (CLEP®)
 - b. Excelsior
 - c. Berlitz
 - d. National League of Nursing Exams (NLN)
 - e. Advanced Placement Examinations (AP)
 - f. Defense Language Proficiency Tests (DLPT)
 - g. DSST Exams (previously DANTES and USAFI)
5. Prior learning that has been assessed for credit-worthiness by

the Prior Learning Assessment department within the Office of Admissions and Evaluation, one of the University's colleges or the Provost's Office.

To evaluate previously completed transfer activity, the University must receive transcripts, mark sheets, and documents that are originals from the issuing institution. Documents from Canada or the United States and its territories must be submitted in a sealed envelope or via an approved alternative means such as fax, Escrip, or EDI directly to the University of Phoenix (UOPX). All transcripts that state "issued to the student" are not considered official and will not be used for evaluation.

Applicants with academic records from colleges or universities in other countries: The University will accept copies of academic records issued from international institutions with no time of issue limitations. If official academic records are received directly from the institution in a sealed envelope, no verification will be required. Students with international credentials will be placed on an admission status of RI (Applicant International Credentials) until either the verification or official document is received from the issuing institution.

CLEP® is a registered trademark of the College Entrance Examination Board, registered in the U.S. and/or other countries

Evaluation of Transfer Activity

Only transfer activity evaluations performed by the University's Office of Admissions & Evaluation (OAE) or their approved designee are official. Any preliminary reviews by campus personnel or OAR are unofficial, not binding, and subject to change. The following criteria are applied to the evaluation of all transfer credit:

1. Credit-bearing coursework in which students earn a minimum grade of "C-" or grades of credit, pass, or satisfactory may be accepted towards students' degree requirements.
2. Acceptable transfer activities will be transferred as semester hour credit.
3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.
4. Credit is transferred by course level (i.e., lower division, upper division, graduate, doctoral) as awarded by the issuing institution.
5. Physical Education activity credits are limited to four credits.
6. Application of transferable credit, and limitations on transferability of credit, are determined by program requirements and by state or jurisdiction.

Specific regulatory requirements regarding credit application limits are listed in the table below and apply to residents and non-residents attending a UOPX ground campus located in a restricted state, regardless of modality of study (unless otherwise stated in the table below). Use this table for the given states only.

Credit Application Limits Effective 4/1/2020:

State	Total Credit Awards	Areas Restricted
California Residents (Local Campuses)	<p>30 for bachelor's programs (no more than 15 of the first 60 credits or 15 of the second 60 credits can be awarded for experiential learning).</p> <p>15 for associate programs</p> <p>6 for graduate programs (up to 30 credits in length)</p> <p>9 for graduate programs (over 30 credits in length with no more than 3 credits awarded for courses with more than 31 credits.)</p>	<ul style="list-style-type: none"> National Testing Programs- Including A.C.E. evaluated military or workforce training activities (e.g. StraighterLine, Sophia Learning, Study.com) Portfolio Assessments Experiential Journals

Coursework earned in the following ways will not be accepted in direct transfer towards University program requirements:

1. Credit is not awarded for transfer activity that duplicates or is regressive to previously completed transfer activities, either at the same or a different transferring institution. If a transcript is received by the University following initial evaluation that shows that a transfer activity duplicates an activity that has already been accepted in transfer or successfully completed at UOPX, only the credit awarded to the initial activity will be accepted and reviewed for applicability to the student's program.
2. Professional development level or vocational courses as determined by the issuing institution's transcript key or program description.

Associate degree transfer policy: Students transferring to University of Phoenix (UOPX) into an undergraduate bachelor's degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HST, BSCYB, and BSIT {all concentrations}) with a previously completed Associate of Arts degree from an institution with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, will be considered as satisfying the lower division elective and general education requirements making the student required course of study ready at UOPX. Students using this policy will still need to meet all prerequisite or specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program. For students using this policy, credits applied towards the UOPX degree program may not exceed the amount of credits earned for the previously completed Associate of Arts degree.

California block transfer policy: Students transferring to UOPX into an undergraduate bachelor's degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HST, BSCYB, and BSIT {all concentrations}) or students residing in Arkansas, Nevada, Oregon, or Puerto Rico) with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a California college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation will be considered as satisfying the general education liberal arts component for their degree program. Students using this policy will still need to meet all prerequisite or specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program. Students may appeal transfer activity evaluation decisions to the Student Appeals Center (SAC) within 90 days from notification of the decision by the University.

A signed Enrollment Agreement must be on file prior to the official evaluation being completed.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at University of Phoenix is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending University of Phoenix to determine if your credits or degree, diploma or certificate will transfer.

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with transfer agreement institutions.

With a reverse transfer agreement in place, University of Phoenix will notify the transfer agreement institution through the National Student Clearinghouse for students that have consented to the release of their records to a previously attended institution that also are meeting certain credit requirements that indicate the student may be eligible to earn an associate degree from the transfer institution.

The transfer institution may pursue communication with the student to discuss requirements and may award the associate degree to the student per its discretion after an official credit evaluation is conducted.

Approved Institutional Accrediting Bodies for Transfer Activities and Admission Requirements

The University requires that transfer coursework, or previously completed degrees for admission or for waiving specified program requirements, be completed at institutions with accreditation that meets the standards appropriate to the specific University program requirement to be satisfied.

Transfer coursework or previously completed degrees must come from institutions accredited by one of the following institutional accrediting bodies. In some cases, the nature of the University program requirement to be satisfied requires that coursework or previously completed degrees come from an institution accredited by an institutional accrediting body from a more restrictive list. In such cases, the approved accrediting bodies will be specified in the program's policy.

- ACCJC - Accrediting Commission for Community and Junior Colleges
- HLC - Higher Learning Commission
- MSCHE - Middle States Commission on Higher Education
- NECHE - New England Commission of Higher Education
- NWCCU - Northwest Commission on Colleges and Universities
- SACSCOC - Southern Association of Colleges and Schools Commission on Colleges
- WSCUC - Western Senior College and University Commission
- AARTS - Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission
- ABHE - Association of Biblical Higher Education
- ABHES - Accrediting Bureau of Health Education Schools
- ACCSC - Accrediting Commission of Career Schools and Colleges
- ACCET - Accrediting Council for Continuing Education and Training
- ACICS - Accrediting Council for Independent Colleges and Schools
- ATS - Association of Theological Schools in the United States and Canada / Commission on Accrediting
- COE - Council on Occupational Education
- DEAC - Distance Education Accrediting Commission
- NACCAS - National Accrediting Commission of Career Arts & Sciences
- TRACS - Transnational Association of Christian Colleges & Schools / Accreditation Commission

Course Waivers

The University defines a course waiver as the substitution of a required course at the University with a course at the same level or higher listed on an official transcript from another institution, or another acceptable transfer activity.

- The University may apply course waivers based on evaluation of completed coursework as indicated on the student's official transcript(s).
- Students may request a course waiver through the Office of Admissions & Evaluation. An official catalog course description must accompany every course waiver request. An official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.
- Once evaluated and applied, course waivers may not be unapplied.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the required course of study upon approval by the appropriate college, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The program policies for the student's program should be reviewed for program-specific course waiver policies.

College Articulation Agreement

Articulation agreements will define the transferability and applicability of a given course or program into the University from the Articulation Institution to satisfy University of Phoenix (UOPX) lower division credit requirements for undergraduate degree programs.

College Articulation Agreements will only be created for institutions that offer associate degrees, or higher, that are accredited by an approved institutional accrediting body.

Do Not Call Policies

- Consumers who are listed on the National or a State Do Not Call List may not be called for sales or solicitation purposes unless: (i) the consumer has provided Prior Express Written Consent to the University, or (ii) the call is a Manual Call, and an Established Business Relationship (EBR) exemption exists with the consumer.
- University of Phoenix may not send solicitous prerecorded voice messages to any consumer's wireline or wireless number without Prior Express Written Consent from a consumer and prior approval from Ethics and Compliance.
- Upon request, the University will provide consumers a copy of the DNC policy by emailing Office.ComplianceUOPX@phoenix.edu.

Institutional Review Board

- The University of Phoenix (UOPX) Institutional Review Board (IRB) will review all studies, pilot studies, institutional reliance or affiliation agreements, policies and legal/regulatory requirements that involve human subjects research before any study or sponsored or non-sponsored research begins. Research conducted using human subjects will be reviewed on a regular basis depending on the IRB decision rendered to ensure compliance with all federal and state laws. No researcher can begin collecting data before receiving IRB approval for the study.
- The IRB is expected to review a research study design presented by the researcher to determine risk to the human research subjects (including physical, psychological/emotional, social, social desirability, and economic risk) as there may be ethical issues that affect the rights and welfare of research participants.
- UOPX holds a Federal Wide Assurance filed with the US Department of Health and Human Services (FWA: 00004202) and maintains an IRB to assure that all UOPX research involving human subjects complies with federal human research regulations (45 CFR 46).
- The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the federal human research regulations (45 CFR 46), and guidance from the federal Office of Human Research Protections (OHRP).
- All faculty, students, staff, and external researchers who engage with UOPX for their research, sponsored or non-sponsored, involving human subjects must have the UOPX IRB review and approve their study, or have their study determined exempt from oversight before beginning any research activities associated with a pilot study or a full research study. There are no exceptions if human subjects are involved. Doctoral students must have an approved proposal through the Quality Review Methods (QRM) process and should have their dissertation chair work as a co-principal investigator (co-PI). If UOPX faculty, staff, or students are part of the study population, then Committee on Research (COR) approval is required before an IRB review can be conducted.
- UOPX has charged the IRB with ensuring that all legal/regulatory and ethical codes are upheld for studies conducted by UOPX researchers at all institutional and non-institutional sites of this institution both domestic and foreign.
- All students, staff, faculty, and external researchers who are conducting human subject research under the auspices of UOPX are required to complete an IRB application and have this application reviewed before they begin any research activities involving human subjects. Researchers must complete human subjects' ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. CITI certifications must be renewed every two years while conducting research reviewed by the UOPX IRB.

Required Procedures: IRB Review, Research and Reports

- **IRB Review:** The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.
- **IRB Research:** The UOPX IRB provides annual oversight of studies that are determined to be of more than minimal risk to participants. In these cases, researchers are to file a Continuing Review of Research if the study has not been completed within the approval period set forth at initial review, which typically is one year from the initial decision. The IRB can decide that a shorter approval period is appropriate. Studies that are determined to be minimal risk or less than minimal risk are not given an expiration date after the initial exempt determination or approval. For those studies that require continuing review, the Continuing Review of Research form is found in the UOPX IRBNet system.
- **IRB Reports:** The UOPX IRB may reach out to researchers if the following situations occur: serious or continuing noncompliance with 45 CFR 46 or institutional policies, and if study participants contact UOPX or the IRB Office with a complaint about a study. Researchers are to contact the UOPX IRB Office if unanticipated problems or adverse effects occur during a study being conducted. Unanticipated problems are unexpected incidents (in terms of the nature, severity, or frequency) where an IRB-approved research protocol and informed consent documents are not followed; such incidents relate, or possibly relate, to participation in the research ("possibly relate" means there is a reasonable possibility that the incident or experience or outcome may have been caused by the procedures involved in the research) and the research places participants or others at a greater risk of harm (physical, psychological, economic, or social harm) than was previously known or recognized. Based on an IRB review of the unanticipated problem based on the criteria listed, consideration of substantive changes in the research protocol or informed consent process or other corrective actions may need to occur up to and including suspension or termination of IRB approval. Researchers are to contact the UOPX IRB Office as soon as possible if an unanticipated problem or adverse effect occurs during the study.

Research, Scholarship, and Surveys

General Research Policies

- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. To support faculty, student, and staff research efforts, the University provides an Office of Scholarship Support (OSS) and a series of Research Centers for researchers.
 - Research for purposes of this policy is defined as scholarly and scientific inquiry projects focused upon the collection and analysis of empirical data and facts.
 - Researchers are students, faculty, staff, or external constituents of UOPX who plan to systematically sample, collect, and analyze data for public dissemination.

- All researchers associated with or conducting research at UOPX must gain appropriate approvals prior to conducting research.

All research conducted by any student, faculty, or staff of UOPX is subject to Institutional Review Board (IRB) approval. The IRB is a federally required review of all research requests to determine:

- if the work is research,
- if the research is on human subjects,
- if human subjects are involved, the overall risks and if they are protected and treated fairly.
- Research taking place within or involving UOPX, where the subject of any proposed research is UOPX, must gain appropriate approvals prior to conducting research, regardless of the researcher(s)' affiliation.

The Committee on Research (COR) shall be responsible for the review and approval of any and all research and scholarship, for public dissemination, where UOPX is recognized as a subject. UOPX is considered a subject when the research study:

- samples students, faculty, and staff associated with UOPX
- involves requests that include UOPX records, data, or materials
- uses UOPX-associated systems, websites, and/or tools.

All researchers using UOPX as a subject for research require COR approval prior to UOPX IRB approval. IRB will not approve any UOPX focused studies without COR approval.

- IRB and COR are two separate and distinct groups operating within the structure of Academic Affairs. While the IRB is a federally mandated committee, with the mandate of protecting human subjects from unethical research practices, the development and use of COR is entirely internal to UOPX. If a person or group has received permission from COR to pursue research activities at UOPX and their activities will impact protected populations, as defined under federal law, they must still submit their proposed research to UOPX's IRB or they must show that they have received approval from another university's IRB. Approval by COR shall not be misconstrued as approval by an IRB. Further approval from another, non-UOPX IRB prior to COR submission shall not be misconstrued as approval by COR.
- **Failure to Comply:** Those found doing research related activities and not following these policies, including failure to provide the resulting data, analysis and research instrumentation to the OSS, may be subject to appropriate disciplinary action, including, but not limited to, those documented in the Student Code of Conduct, Employee Handbook and/or Faculty Code of Conduct.

Required Procedures: Conducting Research on UOPX Students, Faculty, Staff or Data

- Research studies where UOPX is selected or identifiable as a subject or sample must submit a formal request to the Committee on Research (COR) for exempt or approval prior to conducting research. COR is a UOPX-wide committee run by the OSS.
- The COR can be found at: <https://research.phoenix.edu/content/committee-research> Office of Scholarship Support

California 30-Unit Option

University of Phoenix (UOPX) offers the California 30-Unit Option (LVN30 000) to California local campus students. Students who wish to enroll in the California 30-Unit Option must declare this intention at time of enrollment and may only enter if space is available.

Students enrolled in the California 30-Unit Option are not completing a University of Phoenix certificate or degree and will not earn a BSN.

The California 30-Unit option requires the following course sequence:

BIO 290	4 credits
Anatomy and Physiology I	
BIO 291 ~	4 credits
Anatomy and Physiology II	
SCI 250	4 credits
Microbiology	
HCS 436	3 credits
Pathophysiology	
NSG 321	2 credits
Transition to Baccalaureate Nursing	
NSG 341	6 credits
Care of the Medical-Surgical Patient	
NSG 347	6 credits
Care of the Medical-Surgical Patient II	
NSG 436	4 credits
Care of the Maternal-Child Patient	
NSG 441	4 credits
Care of the Pediatric Patient	
NSG 411	4 credits
Care of the Mental Health Patient	
NSG 447	6 credits
Care of the Complex Medical- Surgical Patient	
NSG 471	4 credits
Nursing Leadership and Management	
NSG 481	2 credits
Influencing Nursing Practice	

COVID-19 Related Interim Policy Exceptions

As a result of measures taken by businesses, government agencies, and educational and healthcare institutions across the world to prevent the spread of the COVID-19 virus, University of Phoenix is allowing the following policy exceptions for students for the duration of time in which such measures continue to be in place, effective as of the week of 3/16/2020.

- **Course Attendance for Local Campus and In Person Residency:** During the local campus to online transition resulting from the University's response to the COVID-19 pandemic, positive attendance will be recorded for all local campus students who access the online Blackboard Collaborate session during the scheduled class time, as confirmed by session access recorded in Blackboard. Attendance will be recorded in the same manner while physical doctoral and counseling residencies are moved online.

- **Admission Requirements for Applicants to the California Master of Arts in Education, Elementary & Secondary Teacher Education Programs (MAED/TED-E & SCA):** For the duration of time in which fingerprinting station closures and stay-in-place/social distancing measures are in effect due to COVID-19, candidates will be admissible without their fingerprinting clearance and TB exam results. These requirements will be temporarily moved to the Level 2 Candidate Status deadline. Level 2 Candidate Status must be completed prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences.
- **Admission Requirements for Applicants to the Arizona Alternative Pathway Certificate Programs (CERT/AP-E AZ, CERT/AP-S AZ, CERT/AP-SE AZ):** Except for candidates in Georgia, for the duration of time in which fingerprinting station closures and stay-in-place/social distancing measures are in effect due to COVID-19, candidates will be admissible without their fingerprinting clearance and TB exam results. These requirements will be temporarily moved to be Academic Progression requirements. However, Georgia candidates must still meet their pre-service requirements as documented in the specific program policies.
- **Level 2 Candidacy Status Deadline Extension for BSED/E, BSED/ECH, MAED/TED-E AZ & CA, MAED/TED-S AZ & CA, and MAED/SPE Programs:** Except for candidates in Georgia, for the duration of time in which testing center and fingerprinting station closures are in effect due to COVID-19 response measures, students will not be required to meet Level 2 Candidate Status requirements until prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences. However, Georgia candidates must still meet their pre-service requirements as documented in the specific program policies.
- **Level 2 Candidacy Status Deadline Extension for the BSLS Program:** For the duration of time in which testing center and fingerprinting station closures are in effect due to COVID-19 response measures, students will not be required to meet Level 2 Candidate Status requirements until prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences.
- **College of Education Clinical Experience, Clinical Practice, Administrative Internships, Licensure Tests/Assessments:** Due to COVID-19, potential exceptions related to the number of hours/weeks/settings of clinical experiences/clinical practice/administrative internships may be altered as permissible by State Departments of Education. Furthermore, given testing station closures and/or schools' adoption of modified learning models (ie: synchronous/asynchronous distance/virtual instruction), exceptions may be made to testing and clinical requirements as permissible by State Departments of Education.
- **Leave of Absence (LOA) Requests:** LOA requests related to the COVID-19 pandemic will be treated as an unforeseen circumstance until the end of the first payment period that begins after the COVID-19 national emergency is rescinded.
- **BSHS Field Experience Requirements Exception:** The field experience hours and related requirements for BSHS students may be altered or removed where circumstances related to COVID-19 prevention measures interfere with students' ability to meet those requirements.
- **College of Nursing FNP and MSN/FNP Clinical Hours:** For the duration of time in which restrictions are in place due to COVID-19, the clinical hours and related requirements for FNP and MSN/FNP students have been reduced to a minimum of 500 primary care hours.
- **Excused Absence without Documentation:** For the duration of time in which the aforementioned COVID-19 prevention and control measures are in place, the University will permit students in a degree or certificate program to receive an excused absence for any COVID-19 related reason without providing any supporting documentation, one time per program. This allowance is in addition to the existing exception to the University's Course Attendance policy allowing for one excused absence without supporting documentation per program.
- **Modality Change Exception:** For the duration of time in which the aforementioned COVID-19 prevention and control measures are in place, the University will permit local campus students to take up to seven consecutive courses via the online modality before they are required to sign a new Enrollment Agreement to be considered a permanent transfer to the online modality.
- **BSSW Field Experience Hours:** Due to COVID-19, potential exceptions, as permitted by state regulations and the Council on Social Work Education (CSWE), may be made related to employment-based placements and the number of hours/weeks of field experience/internship required. Furthermore, exceptions may be made to "in-person contact" requirements where health and safety concerns exist, to include remote field activities that remain aligned with CSWE competencies and their concomitant behaviors.
- **Master of Science in Counseling (MSC) Clinical Hour Requirements Exception:** The clinical hours and related requirements for MSC students may be altered or removed where circumstances related to COVID-19 prevention measures interfere with students' ability to meet those requirements.

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CONSUMER INFORMATION

All institutions participating in federal financial aid programs must provide required consumer information to enrolled and prospective students as well as current and prospective employees. Where applicable, each section lists specific locations where additional information is available. To request and receive this information in writing, contact the campus director or designee at a University of Phoenix location during regular business hours. A list of campus locations is available at <https://www.phoenix.edu/campus-locations.html>

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

University of Phoenix is accredited, reviewed and/or approved by federal, state and international agencies, as well as private accreditation bodies.

Federal

U.S. Department of Education, Certificate of Eligibility

The University of Phoenix has been approved by the Department of Education to participate in each of the following listed Title IV HEA programs:

- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work Study

Institutional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (<https://www.hlcommission.org/>). Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission (HLC) and its predecessor. University of Phoenix obtained its most recent 10-year Reaffirmation of Accreditation in 2012-13. The HLC conducted an interim Comprehensive Evaluation in 2018, and the next Comprehensive Evaluation for Reaffirmation of Accreditation is scheduled for 2022.

Higher Learning Commission

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
<https://www.hlcommission.org/>

For more information about University of Phoenix accreditations and licensures, please visit https://www.phoenix.edu/about_us/accreditation.html

State and International Licensures

University of Phoenix is a private institution approved to operate in the following U.S. states and district, either through licensure, registration, general or specific approvals, consent, or exemption.

- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Hawaii Post-secondary Education Authorization Program
- Illinois Board of Higher Education
- Nevada Department of Employment, Training and Rehabilitation: Employment Security Division, Commission on Postsecondary Education
- Board of Governors for the University of North Carolina
- Texas Higher Education Coordinating Board
- State Council of Higher Education for Virginia

For additional information on state and international licensures visit https://www.phoenix.edu/about_us/accreditation.html

Programmatic Accreditation

Business Accreditation

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the College of Business and Information Technology at University of Phoenix:

- Associate of Arts with a concentration in Accounting Fundamentals*
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy*
- Doctor of Business Administration
- Doctor of Management

**These programs are not available for new enrollment.*

For additional information, please visit <http://www.acbsp.org>

Accreditation Council for Business Schools and Programs

11520 West 119th Street
Overland Park, KS 66213
(913) 339-9356

Healthcare Accreditation

The Master of Health Administration (MHA) program is program-matically accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

Commission on Accreditation of Healthcare Management Education

P.O. Box 911
Spring house, PA 19444
(301) 298-1820

Nursing Accreditation

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Counseling Accreditation

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah campuses is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP®). For additional information, please visit <https://www.cacrep.org/>.

Council for Accreditation of Counseling and Related Educational Programs

500 Montgomery Street, Suite 350
Alexandria, VA 22314
(703) 535-5990

The following program is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following program* is accredited at the Utah Campus:

- Master of Science in Counseling/School Counseling

**This program is not available for new enrollment.*

For additional information, visit <http://caepnet.org>.

Council for the Accreditation of Educator Preparation

1140 19th St NW, Suite 400
Washington, DC 20036

Education Accreditation

The following programs offered by the College of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs* (Hawaii-specific) are accredited:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs* (Utah-specific) are accredited:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision

**These programs are not available for new enrollment.*

For additional information, visit <http://caepnet.org>.

Council for the Accreditation of Educator Preparation

1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agencies in Arizona and California. Individual programs vary by state, and not all programs are available at all locations or in both online and local campus modalities.

Additional Information

A student can view additional information at https://www.phoenix.edu/about_us/accreditation.html

To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the University Legal Services at (602) 557-1554.

General Contact Information

Direct any questions regarding admissions, academics, financial options, facilities or general institutional issues to the following offices:

Central Administration
4035 S. Riverpoint Parkway
Phoenix, Arizona 85040-0723
800.366.9699

Online
University of Phoenix
4035 South Riverpoint Parkway
Phoenix, Arizona 85040-0723
866.766.0766

Registrar's Office - Admissions and Records Service Center
4035 S. Riverpoint Pkwy.
Phoenix, AZ 85040-0723
800.866.3919
480.446.4600
ARSC@phoenix.edu

Campus contact information is located at
<https://www.phoenix.edu/campus-locations.html>

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare human services professionals and leaders in other professional areas who possess advanced degrees. A complete list of faculty for each school and college can be found under the Faculty Credentials section at <https://www.phoenix.edu/faculty.html>. A list of faculty at a particular location may be obtained from each local campus.

To find a local campus, go to <https://www.phoenix.edu/campus-locations.html>. Faculty profiles can be found at <https://www.phoenix.edu/faculty.html>

Student Demographics, Metrics and Outcomes

Student Borrowing

During the period of time spanning September 1, 2019, through August 31, 2020, 57.4% of students enrolled received federal student loans.

Loan Default Rate

The University's loan default rate for Fiscal Year 2018 was 8.7 and the national average was 7.3.

The University's loan default rate for Fiscal Year 2017 was 11.1 and the national average was 9.7.

Average Federal Loan Borrowing

Annually, the University calculates the average federal loan borrowing by its students. For students who attended the University during the period July 1, 2020 to June 30, 2021, the average cumulative federal loan borrowing is displayed below. Your borrowing may be different.

	Subsidized and/or Unsubsidized Loans Only*	Grad PLUS Loans Only**	Subsidized, Unsubsidized, and/or Grad PLUS Loans***
Average Cumulative Federal Loans****	\$25,100	\$25,778	\$26,520
Standard Monthly Payment	\$244	\$277	\$259
Payment Period	120 months	120 months	120 months
Interest Rate*****	3.1%	5.3%	3.2%

*Includes borrowers who obtained only Subsidized, only Unsubsidized, or only Subsidized and Unsubsidized loans.

** Includes borrowers who obtained only Grad PLUS loans.

***Includes borrowers who obtained Subsidized, Unsubsidized, and/or Grad PLUS loans. Interest rate used represents the weighted average of the Grad PLUS and Subsidized/Unsubsidized rates based on the amounts borrowed.

****Includes all borrowers attending during 7/1/20 - 6/30/21. Loans represent disbursed loans, net of returns to lender, that were disbursed any time during the student's academic history at the University through 6/30/21.

*****Interest rates represent those in effect for loans disbursed during 7/1/20 - 6/30/21 and where necessary, were weighted based on the percentage of each type of loan if the rates varied. These rates may not be representative of the rates in effect for a student's individual loans borrowed.

Graduated Students

The table below includes all borrowers who completed a program in the respective credential level during the 2020-2021 federal award year and who obtained subsidized, unsubsidized and/or PLUS loans. Amounts represent the average subsidized, unsubsidized and PLUS loans disbursed. Loans are included as follows: associate degree completion - associate degree and undergraduate certificate loans; bachelor's degree completion - bachelor's degree, associate degree and undergraduate certificate loans; master's degree completion - master's degree and graduate certificate loans; doctoral degree completion - doctoral degree, master's degree and graduate certificate loans.

Average Graduated Student Debt

Undergraduate Certificate	\$7,927
Associate	\$18,225
Bachelors	\$33,944
Graduate Certificate	\$15,939
Graduate	\$33,773
Doctorate	\$80,417
Overall Average	\$30,907

Includes all borrowers who completed a program in the respective credential during the specified AY and who obtained Subsidized, Unsubsidized, and/or PLUS loans.

Loans are included as follows:

- Undergraduate certificate completion - undergraduate certificate loans only
- Associate degree completion - associate degree and undergraduate certificate loans
- Bachelor degree completion - bachelor's degree, associate degree, and undergraduate certificate loans
- Graduate certificate completion - graduate certificate loans only
- Masters degree completion - masters degree and graduate certificate loans
- Doctoral degree completion - doctoral degree, masters degree, and graduate certificate loans

Amount represents the average Subsidized, Unsubsidized, and PLUS loans disbursed.

Graduation Rates**IPEDS Graduation Rates**

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes the cohort of first-time, full-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender, and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2014-2015 cohort and the percentages of those students who graduated within 150% by Aug 31, 2020.

The table below shows FTFT undergraduate students and is derived from the Integrated Postsecondary Education Data System (IPEDS) graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontradi-

tional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans or neither type of aid during the 2014-2015 cohort year (Sept. 1 - Aug. 31).

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2014-2015 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	15,626	1,841	12%
Male	5,557	550	10%
Female	10,069	1,291	13%
Nonresident Alien	8	3	38%
Hispanic/Latino	1,325	219	17%
American Indian/Alaskan Native	49	6	12%
Asian	85	25	29%
Black or African American	3,215	292	9%
Native Hawaiian or Other Pacific Islander	109	11	10%
White	5,264	798	15%
Two or more races	568	79	14%
Race or Ethnicity Unknown	5,003	408	8%
Pell Grant Recipients	10,104	1,224	12%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	839	184	22%

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2014-2015 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	15,626	1,841	12%
Students who received neither Pell Grants nor Subsidized Stafford Loans	4,683	433	9%

**Excludes 30 students who became deceased after entering the cohort, but before they graduated.*

Institutional Graduation Rate

The 150% institutional graduation rate reflects the percentage of University students in the cohort who had completed their program of study within 150% of the published length of the program. It includes students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort year represented in the chart below is FY17 for associate and master's, and FY13 for bachelor's.

Institutional Graduation Rate

Associates Institutional	25.5%
Bachelors Institutional	39.9%
Masters Institutional	46.3%
Blended Undergraduate Institutional	38.2%
Blended Associates, Bachelors, Masters Institutional	39.2%

Retention Rates

IPEDS Retention Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and/or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution.

Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree- and/or certificate-seeking students from the previous fall who were still enrolled as of August 1st of the following year. .

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2019 (8/1/2019 to 10/31/2019)*	1,904
Count of FTFT undergraduate students enrolled Fall 2019 (8/1/2019 to 10/31/2019) still enrolled as of 8/1/2020	624

Retention 32.8%

** Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than one year in length who would not be expected to be retained in the following year.*

Current regulations require the institution to disclose its retention rate as reported to the Integrated Postsecondary Education Data System (IPEDS). The University's FTFT bachelor's retention rate reported to IPEDS is shown in the table below.

Retention Rates for FTFT Bachelors Students (IPEDS)

Count of FTFT bachelors students enrolled Fall 2019 (8/1/2019 to 10/31/2019)	960
Count of FTFT bachelors students enrolled Fall 2019 (8/1/2019 to 10/31/2019) still enrolled as of 8/1/2020	397
Retention	41.4%

Institutional Retention Rates

The University's institutional retention rates reflect the percentage of students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 - June 30). A student is deemed "retained" if he or she posted attendance in his or her fourth class within the following time frames: (i) associate, 175 days; (ii) bachelor's, 175 days; (iii) master's, 210 days.

Institutional Retention Rates

Associates Institutional	58.9%
Bachelors Institutional	72.0%
Masters Institutional	74.4%

Student Diversity

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the Integrated Postsecondary Education Data System (IPEDS). Data reported are for enrolled full-time students.

Table 1 represents all enrolled students from July 1, 2019, through June 30, 2020. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2019, through June 30, 2020, time frame are shown in Table 2.

Table 1: All Enrolled Students by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Total Enrollment	153,742	100%
Male	48,268	31.4%
Female	105,474	68.6%
Nonresident Alien	467	0.3%
Hispanic/Latino	16,276	10.6%
American Indian or Alaskan Native	988	0.7%
Asian	2,440	1.6%
Black/African American	30,325	19.7%
Native Hawaiian or Other Pacific Islander	974	0.6%
White	40,021	26.0%
Two or more races	3,592	2.3%

Table 1: All Enrolled Students by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Total Enrollment	153,742	100%
Unknown	58,659	38.2%

Table 2: Pell Grant Recipients by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Pell Grant Recipients	57,899	100%
Male	14,633	25.3%
Female	43,266	74.7%
Nonresident Alien	30	0.0%
Hispanic/Latino	6,371	11.0%
American Indian or Alaskan Native	407	0.7%
Asian	542	0.9%
Black/African American	13,555	23.4%
Native Hawaiian or Other Pacific Islander	329	0.6%
White	14,116	24.4%
Two or more races	1,606	2.8%
Unknown	20,943	36.2%

Note: information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2019, to June 30, 2020). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2019, to June 30, 2020 time frame.

Types of Education in Which Graduates Enroll

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding the types of graduate and professional education in which graduates of the institution's four-year degree programs enrolled.

Approximately 24% of students who completed a bachelor's degree from University of Phoenix between July 1, 2019, and June 30, 2020, went on to enroll in a graduate or professional program. The most common programs students enrolled in are as follows:

- Business Administration and Management
- Healthcare Administration/Management
- Psychology
- Management Information Systems
- Mental Health Counseling

The data is derived from the IPEDS Completions Survey (July 1, 2019, to June 30, 2020, data) and the National Student Clearinghouse Student Tracker to identify enrollment in graduate programs as of December 31, 2020.

Working Alumni

Based on responses from the Alumni Association's 2012 survey, the following represents the types of industry in which our alumni work:

University of Phoenix Alumni Employment by Industry*

Health Services	17%
Education	16%
Manufacturing	5%
Retail Trade (Non-Restaurant)	5%
Technology	5%
State and Local Government	5%
Business Services	2%
Social Services	2%
Insurance	2%
Transportation	2%
Finance/Financial Services	2%
Banking	2%
Military	2%

*Question #28: In what industry do you work? Bases: Respondents who are employed - 13,507

Alumni Occupations

The following represents occupations of University of Phoenix alumni based on a survey completed in 2012 between Jan 25 and March 2 by 13,507 respondents::

University of Phoenix Alumni Occupation*

Engineer / Architect (including technology)	2%
Finance / Accountant	5%
Teacher / Educator / Education Administrator	10%
Sales / Marketing Representative	4%
Registered Nurse / Other Nursing Professional	6%
Executive / Manager / Administrator	9%
Operations / Production	6%
Technician / Technologist	4%
Other Health Professional	4%
Protective Services (Police, Fire, Security)	3%
Admin Support, Records / Data Processor	8%
Consultant	2%
Human Resources	2%
Psychologist, Counselor, Social Worker	2%
Business Owner	3%
Other	22%

*Question #29: What is your occupation? Bases: Respondents who are employed - 13,507.

Title II of Higher Education Act-Academic Year 2017-2018

In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University's program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers, also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. This is an overview of the information contained in the Institutional Report for University of Phoenix.

To view these reports by state, please visit
<https://title2.ed.gov/Public/Home.aspx>

Title II HEA Pass-Rate Information

Program completers achieved the following scores for academic year 2017–2018:

Arizona

Traditional Assessment Data

Professional knowledge — Elementary: 98%

Professional knowledge — Secondary: 100%

Professional knowledge — Early Childhood: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: 99%

Aggregate content areas: 98%

Special populations: 96%

Alternative Assessment Data

Aggregate summary all tests: Fewer than 10 candidates, score not provided

California

Traditional Assessment Data

California basic educational skills test (CBEST): 100%

Reading instruction competence assessment (RICA) — Elementary only: 69%

Aggregate content areas: 99%

Alternative Assessment Data

California Basic Educational Skills Test (CBEST): 100%

Reading instruction competence assessment (RICA) - Elementary only: 100%

Aggregate content areas: 100%

Colorado

Aggregate summary all tests: 92%

Hawaii

Aggregate basic skills: 100%

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate summary all tests: 100%

Indiana

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Missouri

Aggregate academic knowledge: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Aggregate summary all tests, combined 3 academic years: 93%

Nevada

Aggregate basic skills: Fewer than 10 candidates, score not provided

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Aggregate teaching special education: Fewer than 10 candidates, score not provided

Aggregate summary all tests: 82%

New Mexico

Aggregate basic skills: Fewer than 10 candidates, score not provided

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate summary all tests, combined 3 academic years: 82%

Texas

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Utah

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate teaching special populations: Fewer than 10 candidates, score not provided

Aggregate summary all tests, combined 3 academic years: 100%

Program Information for Academic Year 2017–2018

	AZ	CA	CO	HI	IN	MO	NM	NV	TX	UT
Number of students enrolled	6,256	930	46	64	7	4	30	61	4	8
Number of students in student teaching	509	164	13	17	1	2	7	13	1	6
Number of supervising faculty including part- and full-time	237	48	9	5	1	1	2	7	1	2
Student-to-faculty ratio for student teaching	2:1	3:1	1:1	3:1	1:1	2:1	3:1	2:1	1:1	3:1
Average hours per week in student teaching	40	40	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	12	12	16	13	14	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No	No	No

Federal Financial Aid Application Process

To begin the federal financial aid process, students must complete the Free Application for Federal Student Aid (FAFSA), available at <https://fafsa.gov>. This is the first step in determining a student's eligibility for federal financial aid.

Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program. Admissions and program requirements vary by state.

Please refer to the Academic Catalog for state- and/or program-specific information at

<https://www.phoenix.edu/degrees/academic-catalog.html>

In addition to the FAFSA, the following may be required to be completed during the federal financial aid process:

- Annual Student Loan Acknowledgment
- Federal Direct Loan Master Promissory Note (MPN)
- Entrance counseling

A student should reapply for financial aid prior to the start of each new academic year.

Referrals to the Office of Inspector General

University of Phoenix is required by law to make referrals to the Office of Inspector General any time there is credible information or evidence that an applicant (student) may have engaged in fraud or other criminal misconduct in connection with the application involving federal financial aid programs.

Federal, State and Institutional Financial Aid Programs

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program at the University can apply for federal financial aid as a means of assisting with financing their education. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions.

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Students should contact Student Financial Services at 866.766.0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at

<https://www.phoenix.edu/campus-locations.html>

General Eligibility Requirements

General eligibility requirements that must be met prior to a student receiving federal financial aid for most federal, state, and institutional funding are as follows:

- Must file a FAFSA for the current award year
- Must be admitted as a degree-seeking student to a qualified undergraduate, post-baccalaureate, graduate, or eligible certificate program
- Must be a U.S. citizen or eligible non-citizen
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau)
- Must be registered with the Selective Service Administration, if required by law
- Must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program*
- Must be enrolled at least half time to be eligible for Direct Loan Program funds
- Must not be in default on any prior federal student loan

- Must be meeting the University's Financial Aid Satisfactory Academic Progress standards
- Must submit all requested documents and those documents must not be found to limit the student's eligibility
- Must not owe an overpayment on any federal financial aid grant or federal Direct Loan program funds
- Must have a high school diploma or GED certificate, or pass a test approved by the U.S. Department of Education, or have completed a high school education in a home school setting approved under state law

For additional eligibility requirements, visit

<https://studentaid.gov/understand-aid/eligibility/requirements>

** Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.*

Victims of Natural Disaster

If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as income for calculating the family's EFC. Students should contact their Finance Advisor for further information.

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants may be awarded to undergraduate students who have not earned a bachelor's or a professional degree. The amount of aid students can receive varies depending on their financial need, cost of attendance and other eligibility criteria.

Students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent: <https://studentaid.gov/understand-aid/types/grants/pell/calculate-eligibility>

For more detailed information on eligibility and how to apply for the Federal Pell Grant, visit <https://studentaid.gov/understand-aid/types/grants/pell>

For additional information on how the University calculates and awards Pell Grants, please review the

Federal Pell Grant/IASG Policy in the Financial Aid Policies appendix.

Federal Pell Grant/IASG Policy in the Financial Aid Policies appendix.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduate students pursuing their first bachelor's degree and demonstrating exceptional financial need. Federal Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for an FSEOG. The FSEOG does not have to be repaid.

For more detailed information on eligibility and how to apply for FSEOG, visit: <https://studentaid.gov/understand-aid/types/grants/fseog>

Iraq and Afghanistan Service Grant (IASG)

A student whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after Sept. 11, 2001, may be eligible to receive the Iraq and Afghanistan Service Grant if:

- The student is pursuing a first bachelor's degree;
- The student is not eligible for a Federal Pell Grant on the basis of the student's Expected Family Contribution (EFC) but meets the remaining Federal Pell Grant Eligibility requirements; and
- At the time of the parent/guardian's death, the student was less than 24 years old OR enrolled at least part time at an institution of higher education

The maximum award of the IASG is equal to the maximum Federal Pell Grant that is available for the award year, but cannot exceed the student's cost of attendance when coordinated with the student's other financial aid awards. As required by the Budget Control Act of 2011 (the sequestration law), award amounts for any IASG that is first disbursed on or after October 1, 2020, and before October 1, 2021 must be reduced by 5.7 percent. This amount changes every year based on the Budget Control Act.

For more detailed information on eligibility and how to apply for the IASG, visit <https://studentaid.gov/understand-aid/types/grants/iraq-afghanistan-service>

For additional information on how the University calculates and awards IASG grants, please review the Federal Pell Grant/IASG Policy in the Financial Aid Policies appendix.

State Grants

Students may also be eligible to receive funding through state grant or scholarship programs, where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact Student Financial Services at (866)766-0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at: <https://www.phoenix.edu/campus-locations.html>

The actual amount of state grants awarded to any student is contingent on the availability of funds. The University cannot guarantee any funding from the state grant sources listed, as the list is subject to change without notice based upon changes in state budgetary constraints, state law or regulation, and/or University participation

For information regarding the grants offered by states - how to apply, eligibility, deadlines, etc. - see the list of programs and their respective websites and phone numbers below. For additional specific eligibility information, the institution may contact you directly when determining grant eligibility. Please note that states sometimes change eligibility requirements for existing grant programs or even eliminate programs for a period of time.

ARIZONA

Arizona Commission for Postsecondary Education (ACPE)

602.258.2435

<https://highered.az.gov>

Leveraging Educational Assistance Partnership (LEAP) Grant
<https://azgrants.az.gov/arizona-leveraging-educational-assistance-partnership-azleap>

OHIO

Ohio Higher Ed

<http://www.ohiohighered.org/>

Ohio College Opportunity Grant Program

Tamika Braswell

614.728.8862

<https://www.ohiohighered.org/ocog>

Ohio War Orphans Scholarship

Amber Brady

(614) 752-9528

<https://www.ohiohighered.org/ohio-war-orphans>

VERMONT

Vermont Student Assistance Corp (VSAC)

800.882.4166 | Burlington area 802.654.3750

<https://www.vsac.org>

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

<https://www.vsac.org/about/our-outreach-programs/gear-up>

Vermont Incentive Grant Program

<https://www.vsac.org/pay/student-aid-options/grants>

Scholarships

The University of Phoenix website has a comprehensive scholarship section at https://www.phoenix.edu/tuition_and_financial_options/scholarships.html to aid students in their scholarship efforts. This website features scholarships offered by University of Phoenix, links to various external scholarships through iGrad, scholarship resources, tips, answers to frequently asked questions (FAQ) and more.

Federal Scholarships

Children of Fallen Heroes Scholarship

A Federal Pell Grant-Eligible student whose parent or guardian died in the line of duty while serving as a public safety officer is eligible, under the Children of Fallen Heroes Scholarship, to receive a maximum Federal Pell Grant award.

To qualify for this scholarship, a student must:

- Be otherwise eligible for the Federal Pell Grant;
- Have a Federal Pell Grant eligible EFC
- Be less than 24 years of age OR enrolled at an institution of higher education at the time of the parent or guardian's death

Definition of a public safety officer:

- Defined in section 1204 of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3796b):
- an individual serving a public agency in an official capacity, with or without compensation, as a law enforcement officer, as a firefighter, or as a chaplain;
 - an employee of the Federal Emergency Management Agency who is performing official duties of the agency in an area, if those official duties-
 - are related to a major disaster or emergency that has been, or is later, declared to exist with respect to the area under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.); and
 - are determined by the director of the Federal Emergency Management Agency to be hazardous duties;
 - an employee of a state, local, or tribal emergency management or civil defense agency who is performing official duties in cooperation with the Federal Emergency Management Agency in an area, if those official duties-
 - are related to a major disaster or emergency that has been, or is later, declared to exist with respect to the area under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.); and
 - are determined by the head of the agency to be hazardous duties; or
 - a member of a rescue squad or ambulance crew who, as authorized or licensed by law and by the applicable agency or entity, is engaging in rescue activity or in the provision of emergency medical services.
- A fire police officer, defined as an individual who is serving in accordance with State or local law as an officially recognized or designated member of a legally organized public safety agency and provides scene security or directs traffic in response to any fire drill, fire call, or other fire, rescue, or police emergency, or at a planned special event.

Students who believe they qualify for this scholarship must notify the University's Student Financial Services at StudentFinancialServices@phoenix.edu or 888-346-8679 and provide any required documentation requested. The University will determine, based on the documentation submitted, whether or not the student meets the eligibility criteria

Institutional Scholarships

University of Phoenix offers a number of institutional scholarships to current or potential students. The University website, https://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html is updated regularly for institutional scholarships, qualifications and selection criteria as opportunities become available.

External Scholarships

External scholarships are available to the general public, which may include University of Phoenix students. Private outside entities develop and fund external scholarships. A student's eligibility for an external scholarship depends on qualifying requirements that vary from scholarship to scholarship as determined by the provider. We've worked with iGrad to provide a search tool with a list of many available national and local scholarships. Current students can access iGrad directly through the student portal. Prospective students can create an iGrad account at <https://phoenix.igrad.com/> to learn more.

University Tuition Adjustments

The University understands that from time to time a student may experience an unexpected financial hardship impacting his/her ability to pay a tuition and fee balance owed to the University. The University offers several programs to assist these students. These programs will have varied eligibility criteria and may require the student exhaust all other forms of federal financial aid including Federal Pell Grant and Direct Subsidized and Unsubsidized Loans. Students who are experiencing a financial hardship and wish to be considered for these programs should speak with their Financial Advisor.

Note: The University reserves the right to discontinue these programs without advance notice.

Loans

Federal Direct Loan (DL) Program

Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education at participating schools.

Direct Subsidized Loans - Direct Subsidized Loans are for students with financial need. The University will review the results of the FAFSA and determine the amount a student can borrow. The student is not charged interest while enrolled in school at least half-time.

Direct Subsidized Loan Time Limitation Note: Federal regulations limit a first-time borrower's* eligibility for Direct Subsidized Loans to a period not to exceed 150% of the length of the borrower's educational program. Under certain conditions, first-time borrowers who have exceeded the 150% limit may lose the interest subsidy on outstanding Direct Subsidized Loans. For more detailed information on Direct Subsidized Loan Time Limitation, visit <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized#eligibility-time-limit>

Direct Unsubsidized Loans - Direct Unsubsidized Loans are available to students with and without financial need. Like subsidized loans, the University will review the results of the FAFSA to determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan, even while the student is in school, beginning on the date the loan is initially disbursed. The student can pay the interest, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN), <https://studentaid.gov/app/launchMpn.action> and the Direct Loan Disclosure Statement

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/subUnsubHTMLPreview.action>, attached to the Master Promissory Note (MPN)

For more detailed information on eligibility and how to apply for the Federal Direct Loan Program, visit <https://studentaid.gov/understand-aid/types/loans>

** Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on an FFEL Program Loan on July 1, 2013*

Federal Direct PLUS Loan for Parent(s)

Parents of dependent students may apply for a Direct PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or pursue an endorser. If a parent is unable to secure a Direct PLUS Loan, the dependent student may be eligible for additional unsubsidized loans.

Terms and Conditions - Students whose parent(s) receive a PLUS Loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at <https://studentaid.gov/app/launchMpn.action>

Borrower's Rights and Responsibilities - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/mpnPlusHTMLPreview.action>, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for Direct Parent PLUS Loans, visit <https://studentaid.gov/understand-aid/types/loans/plus>

Federal Direct PLUS Loan for Graduate and Professional Degree Students

Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses at a fixed interest rate. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or to obtain an endorser.

Award Amount - Students are eligible to receive a Graduate PLUS Loan award up to their academic year cost of attendance (COA) minus any other financial assistance received.

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at <https://studentaid.gov/app/launchMpn.action>

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/mpnPlusHTMLPreview.action> attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more detailed information on eligibility and how to apply for the Direct PLUS Loan for Graduate and Professional students, visit <https://studentaid.gov/app/launchPLUS.action?plusType=graPlus>

For information regarding Federal Student Loan Interest Rates, including Direct PLUS Loans, please visit <https://studentaid.gov/understand-aid/types/loans/interest-rates>

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

Federal Direct Subsidized and Unsubsidized Annual and Aggregate Loan Limits are as follows:

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
1 Freshman	\$5,500 - No more than \$3,500 of this amount can be a subsidized loan	\$9,500 - No more than \$3,500 of this amount can be a subsidized loan	\$20,500 Unsubsidized Loan only.* The aggregate amounts for graduate students include loans for undergraduate study.
2 Sophomore	\$6,500 - No more than \$4,500 of this amount can be a subsidized loan	\$10,500 - No more than \$4,500 of this amount can be a subsidized loan	
3 & 4 Junior and Senior	\$7,500 - No more than \$5,500 of this amount can be a subsidized loan	\$12,500 - No more than \$5,500 of this amount can be a subsidized loan	
Maximum total loan debt (aggregate loan limits)	\$31,000 -No more than \$23,000 of this amount may be in subsidized loans	\$57,500 -No more than \$23,000 of this amount may be in subsidized loans	\$138,500 -No more than \$65,500 of this amount may be in subsidized loans. The aggregate amounts for graduate students include loans for undergraduate study.
Undergraduate certificate programs - Loan limits are based on the length of the program. For certificates that are less than an academic year, the \$9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. Students in undergraduate certificate programs that are greater than an academic year cannot borrow more than the Grade Level 1 loan limits for each academic year. Final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year): Loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.			

A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional unsubsidized federal Direct amounts up to the amounts available to independent undergraduate students. Student dependency status will be determined based on answers to questions on the FAFSA.

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, please visit

<https://studentaid.gov/edgov/types/loans/interest-rates>

Interest Rate Cap for Military Members

During military service, students who qualify under the Servicemembers Civil Relief Act may be eligible for a 6% interest rate cap on the loans obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit.

In addition, no interest is charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after Oct. 1, 2008, while a borrower is serving on active duty or performing qualifying National Guard duty during a war, other military operation or national emergency, and serving in an area of hostilities qualifying for special pay. Qualifying students should contact their loan servicer for eligibility details and to request this benefit.

Prior Federal Loans and Financial Aid History

Federal financial aid borrowers can check the interest rate, servicer information and other financial aid history via the National Student Loan Data System (NSLDS) at

https://nslds.ed.gov/nslds/nslds_SA/

State Loans

The University does not actively participate in nor promote any specific state loan programs. Students interested in a state loan program should contact their respective state for information on rates, how to apply, and any terms and conditions. The University will complete and provide information to the state for any state loans that have been requested as required. Based on University records, students have recently received state loans from the following states:

Arizona

Arizona Commission for Postsecondary Education (ACPE)

(602) 258-2435

<https://higherred.az.gov>

Arizona Teacher Student Loan Program (formerly Math, Science, and Special Education Teacher Loan Forgiveness Program)

<https://azgrants.az.gov/arizona-teacher-student-loan-program-formerly-math-science-and-special-education-teacher-loan>

New Jersey

Higher Education Student Assistance Authority

<https://www.hesaa.org/Pages/Default.aspx>

NJCLASS Family Loan

<https://www.hesaa.org/Pages/NJCLASSHome.aspx>

Ohio

Ohio Higher Ed

<http://www.ohiohigherred.org/>

Nurse Education Assistance Loan Program (NEALP)

Tamika Braswell

(614) 728-8862

<https://www.ohiohigherred.org/nealp>

Vermont

Vermont Student Assistance Corp (VSAC)
(800) 882-4166 | Burlington area (802)-654-3750
<https://www.vsac.org/>

Vermont Student Assistance Corp Loan
<https://www.vsac.org/student-loans>

Private Student Loans

Private loans may be available for both students and parents who are not eligible for need-based federal financial aid or who want to supplement their federal and/or state financial aid. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. For debt management purposes, the University encourages applicants to first complete the federal financial aid application to determine eligibility for grants and federal direct loans and to borrow wisely, utilizing funding solely for direct educational expenses related to attendance at the University.

Students applying for a private loan are required to complete a Self-Certification form before the lender can disburse funds to the University. Students complete the form directly with the lender. However, the University may assist in completion of applicable sections of the form. If a student requests a self-certification form, the University will provide the written or electronic form developed by the Secretary. The lender determines eligibility and amounts are limited to the cost of attendance minus other aid, including discounts and any other resources received.

For more information on the difference between federal and private loans, please visit <http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/>

Financial Aid Awarding

For students who have completed all required financial aid materials, the University will evaluate student eligibility for federal, state and institutional aid programs. State grant program eligibility is determined by each state authority. The University is notified of student eligibility by the state authority. Institutional grant and scholarship eligibility determination will vary.

Academic Year Requirements for Financial Aid Recipients

The University defines its academic year as follows:

- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.
- Associate programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time.
- Associate programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time.
- Bachelor's programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master's programs are a minimum of 24 credits and 48 weeks of instructional time.
- Competency Based Education (CBE) Programs are a minimum of 24 credits and 32 weeks of instructional time
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

Note: The academic year definition may vary based on program level, version and course length.

The academic year begins with the first eligible course of a degree program and ends when a student successfully completes both the credits and weeks of instructional time requirements. An academic year has no calendar time constraints and continues through periods of nonattendance that are less than 180 days until both the credit and weeks requirements are met. A week of instructional time is a week (a consecutive seven-day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation or homework. An academic year that begins before a previous existing academic year has ended is considered an overlapping academic year.

Students who overlap courses or take courses concurrently may be required to complete additional credits to meet the number of weeks of instructional time required to complete the academic year.

The academic policy of the University prohibits a student from taking more than two courses concurrently without written approval from the Campus Director of Academic Affairs. Please refer to the University's Academic Year Definition Policy found within the University's Academic Catalog for further information.

Cost of Attendance

The cost of attendance (COA) is used in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The following chart lists the University's current COA. To learn more about the University's COA, refer to the Cost of Attendance Policy in the appendices.

Cost of Attendance Components	Undergraduate Certificate***	Associate 9-Week	Associate 5-Week	Bachelor's Degree (non-CBE)	Graduate Certificate ****	Master's Degree (non-CBE)	Degree CBE	Doctoral Certificate	Doctoral Degree
Tuition*	\$8,274	\$9,480	\$9,480	\$9,336	\$12,294	\$15,600	\$7,200	\$12,150	\$19,368
rEsource Fees	\$1,197	\$1,368	\$1,368	\$1,368	\$1,170	\$1,560	-	\$1,020	\$1,632
Living Expense/ Loan Fees**	Total: \$7,857	Total: \$7,866	Total: \$8,740	Total: \$8,750	Total: \$7,893	Total: \$10,548	Total: \$7,016	Total: \$7,032	Total: \$10,512
Room and Board	\$5,265	\$5,265	\$5,850	\$5,850	\$5,265	\$7,020	\$4,680	\$4,680	\$7,020
Transportation/ Miscellaneous/ Personal care Expenses	\$2,556	\$2,556	\$2,840	\$2,840	\$2,556	\$3,408	\$2,272	\$2,272	\$3,408
Loan Fees	\$36	\$45	\$50	\$60	\$72	\$120	\$64	\$80	\$84
Annual COA	\$17,328	\$18,714	\$19,588	\$19,454	\$21,357	\$27,708	\$14,216	\$20,202	\$31,512

*The tuition component is based on a per credit weighted average for each credential level across the entire University

**The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board. Living expenses include allowances for room and board, transportation and miscellaneous educational expenses

***The figures provided for undergraduate programs are illustrative and based on 21 credits.

****The figures provided for graduate certificate programs are illustrative and based on 18 credits

For detailed information regarding actual tuition fees for programs and locations, contact a finance advisor or visit the tuition and fees web page https://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html. For a list and definitions of all tuition and mandatory fees, including rEsource Fee, at the University, visit: <https://www.phoenix.edu/degrees/academic-catalog.html>

Grade-Level Determination

Determination of grade level is an important part of calculating eligibility for federal and state financial aid. The University determines the student's grade level by calculating the total number of credits that were completed at the beginning of an academic year. For example, a student with 12 transfer credits at the start of his or her program at the University will be considered a grade level 1 student. After the completion of one academic year of 24 credits, the student will have a total of 36 credits completed, making the student eligible for grade level 2 loans in his or her second academic year.

The following chart illustrates the number of credits required to complete each grade level.

Undergraduate Grade-Level Determination

Grade Level	Credits Completed for Primary Program (Includes Transfer Credit)
GL 1 (freshman)	0-24
GL 2 (sophomore)	25-48
GL 3 (junior)	49-72
GL 4 (senior)	73+

Note: A student in a two-year program cannot receive more than a grade level 2 (GL 2) annual loan limit in any given year, no matter how long it takes to complete the program. A student in an undergraduate certificate program cannot receive more than a grade level 1 (GL 1) annual loan limit in any given year, no matter how long it takes to complete the undergraduate certificate. For information on academic year definitions, please see the Academic Year Definition Policy in the Financial Aid Policies appendix.

Verification

A federal financial aid student may be selected for verification by the U.S. Department of Education Central Processing System (CPS). The CPS prints an asterisk next to the expected family contribution (EFC) on the Student Aid Report (SAR) or SAR Acknowledgement to identify the student has been selected for verification. The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications. For further information on the verification process and actions required, refer to the Verification Policy.

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis. Special circumstances will include conditions that differentiate an individual student from a whole class of students and those impacted by a federally declared major disaster, as defined in the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)).

The University will not accept professional judgments made for a student by another school but will independently review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education.

If a student wishes to request a professional judgment, the student should email Student Financial Services at StudentFinancialServices@phoenix.edu or speak over the phone at 1-888-346-8679.

The following are a few examples of when the University may make a professional judgment:

- elementary or secondary school tuition,
- medical or dental expenses not covered by insurance,
- nursing home expenses not covered by insurance,
- dependent care,
- childcare costs,
- a student who is a dislocated worker,
- the loss of employment of an independent student,
- cases where a family member is a dislocated worker,
- cases where a change in the student's housing status results in homelessness,
- recent unemployment of a family member whose income is included,
- other changes in the family's income, assets or a student's status,
- number of parents enrolled at least half-time in a degree, certificate, or other program leading to a recognized educational credential at an institution with a program participation agreement

NOTE: The use of professional judgment is neither limited to nor required in the situations mentioned above. The University will complete verification before exercising professional judgment for students who have been selected for verification.

Conflicting Information

The University must identify and resolve discrepancies in the information received from different sources that affect a student's eligibility for federal student aid. Some of these areas include but are not limited to:

- All student applications (e.g. Admissions Application, FAFSA, etc.)
- Need analysis documents received from ED (e.g., Institutional Student Information Records (ISIRs))
- Federal Tax Return Transcripts and copies of federal tax returns
- Information regarding a student's citizenship
- Previous educational experience (e.g., school credentials such as a high school diploma)
- Documentation of the student's Social Security Number (SSN)
- Late arriving aid from third party sources (see Other Resources section below)
- Other factors relating to the student's eligibility for Federal Student Aid Programs (e.g., compliance with the Selective Service registration requirement)

Other Resources

Students are required to disclose financial assistance (i.e., other resources) that will be paid by a third party on their behalf. Based on the type of other resource received, it may be considered estimated financial assistance (EFA). If it is considered EFA, it will be included in determining if the student's assistance exceeds the cost of attendance. For examples of other resources, please refer to the Packaging Philosophy Policy.

A student must have financial need to receive all federal financial aid funds except for Direct Unsubsidized and PLUS Loans under the Direct Loans program. As such, a student's expected family contribution and other resources will be subtracted from the cost of attendance when determining eligibility for federal financial aid (Title IV). All awards, including need and non-need-based aid, cannot exceed a student's annual cost of attendance.

If the University receives other additional resources that cause the student to exceed the cost of attendance, it will adjust the awards appropriately to eliminate the overaward. This may include reducing future disbursements for a second or subsequent payment period or returning awards to the funding source. Funds will be returned in the order most beneficial to the student. Please refer to the Overawards and Overpayments Policy for further information.

Satisfactory Academic Progress

Information regarding University academic progress standards for individual programs and information regarding the University's Program and Cumulative Grade Point Average policy may be found under the Academic Policies section of the appropriate University Academic Catalog at <https://www.phoenix.edu/degrees/academic-catalog.html>

Information regarding satisfactory academic progress for financial aid recipients can be found in the Federal Financial Aid Satisfactory Academic Progress (SAP) Policy.

Satisfactory Academic Progress for VA Education Benefits

To receive Department of Veterans Affairs (VA) education benefits, a student must maintain satisfactory academic progress (SAP) and conduct accordingly; benefits will be terminated for individuals who are disqualified, suspended or expelled from the University.

Academic Probation

Academic probation (AP) shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program-applicable courses. Concurrent enrollment is prohibited during the four-course AP sequence.

Associate degree students enrolled online should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR and AAPF). In graduate programs, the four-course sequence excludes any undergraduate prerequisite courses.

Financial aid students will continue to receive funds during the probationary period.

Veteran students will continue to receive VA education benefits during the probation period.

The veteran will be informed of the probation, and a notation to the student VA file will be recorded when the probationary period commenced.

Academic Disqualification

Academic disqualification (AD) will result if a student fails to clear an academic probation status within four courses from the onset of probation. Veteran students will not be eligible for VA educational benefits after disqualification. The VA and student will be notified of the disqualification. To reapply, a formal application for admission must be submitted in accordance with University admission procedures. In addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent; and why they should be given favorable consideration for readmission.

The readmission file will be reviewed by the Student Appeals Center and a decision reached regarding readmission. If approved, the student would be required to complete all program requirements in effect at the time of readmission. An application for VA education benefits will also be necessary to re-establish benefits with University of Phoenix. If readmission to the University is approved, please contact your Academic Advisor to determine if your chosen program remains eligible for VA education benefits.

Student Financial Responsibilities, Policies and Options

Student Financial Responsibilities

The University will invoice students for all courses and mandatory fees anticipated for a payment period, which represents half of the student's academic year. A payment period typically includes four courses. Students are responsible for ensuring all tuition and mandatory fees are paid, whether in attendance or not. Students can access account balances and student account information on the student portal. When a student is considered administratively, officially or unofficially withdrawn from his or her program, the University must determine how much federal financial aid funds were earned and return any unearned portion to the appropriate federal financial aid program(s). As a result, the withdrawn student may owe payment to the University or may be eligible to receive a refund.

Meeting Financial Plan Obligations

Students are subject to finance approval by Financial Services prior to enrolling in a course. Tuition, mandatory fees, and sales tax, if applicable, for each course must be paid according to the terms of the primary financial option indicated in the student's Financial Plan located on the student website. Students may not be allowed to attend courses if a payment is due or if paperwork is required. All necessary paperwork or payment arrangements should be resolved prior to the course deadline.

A student may be administratively withdrawn from the program for failure to make payment in accordance with the Student Responsibility to Pay Agreement. Students who are administratively withdrawn will not be permitted to attend a future course until the amount owed is paid in full or satisfactory payment arrangements are made. In addition, students are required to be in compliance with University financial policies before grades and transcripts will be issued or the degree awarded, unless otherwise required by law. If payment for tuition and electronic course materials fees is not received, the student may be withdrawn from the program and subjected to the collections process. The University reserves the right to refer your delinquent account to a 3rd party collection agency. All costs of collection, court costs and reasonable attorneys' fees may be added to delinquent accounts collected through third parties.

Tuition

Information regarding the University's tuition rates is published in the University's Academic Catalog's Tuition and Fees section.

Mandatory Fees

Information regarding the University's mandatory fees is published in the University's Academic Catalog's Tuition and Fees section.

State Tax

The University will collect sales tax on tuition, mandatory fees, digital goods or access to digit information as required by state law. Contact Student Financial Services for the current list of states requiring sale tax to be collected.

Financial Policies

Multiple-Tuition Discount Policy

The University offers various promotional offers which may have overlapping active periods. Students will receive all promotional offers for which they qualify per each promotions eligibility standards. There are some promotions which may not combine with other offers. If you have a question regarding not receiving promotional benefits for which you believe you qualify please contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 888.346.8679.

Payment Policies

Payments are accepted on the student portal at <http://my.phoenix.edu> by check, credit card or debit card Student Financial Services can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

University of Phoenix

Dept 880175
P.O. Box 29650
Phoenix, AZ 85038-9650

If a credit card or a debit card is provided with a completed Authorization to Charge form, tuition, mandatory fees, and applicable sales tax will be charged to that card. Automatic payments are set prior to each course upon request.

The University is not responsible for fees or penalties incurred as a result of payment with a debit card or other restrictive payment cards. The student should contact his or her financial institution for account balances, daily transaction limits and other restrictions.

Tuition Refund Policy

Institutional

The following provisions pertain to all refund policies applied by the University, unless specifically stated otherwise.

- Students who withdraw from a course prior to the start date will receive a 100% refund for that course.
- Students who have completed 60% or less of the course are eligible for a pro rata refund. The pro rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course. *
- The University does not refund tuition for any completed course.

When a student begins a program under Applicant (RR) status, pending the completion of the student admission file, and is subsequently denied admission, the student may be eligible for a full tuition refund. A request for such a refund must be made in writing to a Financial Advisor within 60 days of the denied admission.

Here is an illustrative example of a refund for a 5-week course at the University:

Weeks Attended	Refund for 5-Week Course
1 Week	80% Refund
2 Weeks	60% Refund
3 Weeks	40% Refund
4 Weeks	No Refund
5 Weeks	No Refund

** Attendance for doctoral residency is submitted after the student has attended and completed all days in the residency.*

Resource fees are nonrefundable, unless prohibited by law. A student who withdraws from a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within 180 days of the course's original start date.

State

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. In the event that there is a conflict in the policies, the state policy will supersede the general University policy, unless the University policy is better for the student's situation. These policies are outlined below.

Arizona

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement. Otherwise, students in Arizona will have tuition refunded using the University Institutional Refund Policy.

California

Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception: Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus services operations manager at the appropriate address listed below.

Refund administrative address for students attending any of the four California regions (Southern California, San Diego, Central Valley and Sacramento Valley):

University of Phoenix

3110 E Guasti Road
Ontario, CA 91761

Refund administrative address for California residents attending Online:

University of Phoenix

4035 S Riverpoint Pkwy.
Phoenix, AZ 85040

Nevada

Students in the state of Nevada will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- If it is determined the University substantially failed to furnish the program agreed upon in the enrollment agreement, the University will refund to the student all the monies paid.
- If the student withdraws, or is expelled, after the start of the first class session and before the completion of more than 60% of the program, the institution shall refund to the student the tuition agreed upon in the enrollment agreement in accordance with the University's Institutional Refund Policy, minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- The University may retain any nonrefundable deposit paid to secure a position in the program upon acceptance.

- Refunds will be paid to the person who paid the tuition within 15 calendar days after one of the following, whichever is applicable:
 - The date of cancellation by a student of his or her enrollment
 - Termination by the University of the enrollment of the student
 - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
 - The last day of attendance of a student
- For purposes of this refund calculation, the period of attendance is measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.

Online

Online students will be subject to the Arizona refund policy. Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement. Otherwise, students will have tuition refunded using the University Institutional Refund Policy.

Financial Options

Understanding and choosing the right finance plan is critical to the successful completion of the student's selected program. University of Phoenix offers a number of finance plan options to assist student's in managing financial obligations. The University will invoice students for all courses and mandatory fees anticipated for a payment period, which represents half of the student's academic year. A payment period typically includes four courses. The student can utilize one or more of the plans listed below, depending on personal circumstances. For more detailed information regarding actual tuition and fees for programs and locations, please refer to the University's Academic Catalog or contact a finance advisor with any questions regarding financial options and scholarships.

Cash Plan

The Cash Plan is available to students who will be using e-checks or credit cards to pay for tuition and mandatory fees. Under the Cash Plan, tuition and mandatory fees will be assessed and invoiced in a single invoice at the beginning of the payment period, which is payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit <https://www.phoenix.edu/student-orientation/paying-for-school.html>

Federal Financial Aid Plan

The Federal Financial Aid Plan is available to students receiving federal grants, federal loans or both to pay for tuition and mandatory fees. Under the Federal Financial Aid Plan, tuition and mandatory fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

The University will defer payment of applicable tuition and mandatory fees based on anticipated federal grant and/or loan disbursements. The Federal Financial Aid Plan requires all federal aid disbursed to be applied to tuition and mandatory fees invoiced.

Tuition and mandatory fees invoiced but not paid by anticipated or actual federal grant and/or loan disbursements are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit <https://www.phoenix.edu/student-orientation/paying-for-school.html>

Tuition Deferral Plan

The Tuition Deferral Plan is available for students who will receive military education benefits or whose employers offer to repay some or all of their employees' tuition. Under the Tuition Deferral plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Military Education Benefits

The University will directly bill the U.S. Department of Veterans Affairs or U.S. Department of Defense for the student's tuition and will defer payment of applicable tuition invoiced based on these agencies' reimbursement policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

The University does not encourage or require a student using military Tuition Assistance benefits to pay his or her electronic course materials fee prior to attending class.

Employer Tuition Reimbursement

The University will defer payment of applicable tuition invoiced based on when the student will receive reimbursement from his or her employer. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/tuition_and_financial_options/financial_options/tuition-deferral-plan.html

Third-Party Billing Plan

The Third-Party Billing Plan is available to students who receive tribal education benefits or whose employer is approved by the University for direct billing of the student's tuition. Under the Third-Party Billing Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Approved Employer

Under the Third-Party Billing Plan, the University will directly bill the employer for the student's tuition and will defer payment of applicable tuition invoiced based on the approved employer's tuition payment policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

American Indian Tribal Nation Education Benefits

Several American Indian tribal nations provide funding for the tuition and electronic materials fees of a student who is a recognized member under the Third-Party Billing Plan. The University will directly bill the American Indian tribal nation and defer payment of applicable tuition and electronic materials fees invoiced based on the American Indian tribal nation's education benefit reimbursement policy and timeline. For more information, please contact tribalrelations2@phoenix.edu

To learn more, please visit https://www.phoenix.edu/tuition_and_financial_options/financial_options/third_party_billing.html

Military Benefits

Veterans Education Benefits

Students who are entitled to federal VA education benefits must make initial contact with a campus Veterans Affairs certifying official. A formal application for admission to the University should be completed before applying for federal VA education benefits. Applications for veteran education benefits should be sent to a local campus point of contact, school certifying official at University of Phoenix central administration or Student Financial Services for submission to the U.S. Department of Veterans Affairs (VA).

Each University of Phoenix program segregated by instructional modality (classroom-based or distance education) requires separate State Approving Agency (SAA) approval for the training of veterans or eligible persons. A student should contact a local campus for information on current approvals. Students who intend to use federal VA educational benefits for a specific program at an institution should confirm the program is eligible for federal VA funding on the WEAMS Institution Search website.

Federal VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the VA can determine eligibility. For information, a student should contact a VA representative at 888 GI BILL 1 (888 442 4551) or review <http://www.gibill.va.gov>

If the VA determines that the student is not eligible for federal VA education benefits or determines that the student's Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition and fees charged by the University.

Students needing to withdraw from the University should provide official notification of their intent to withdraw. Withdrawing may impact federal VA education benefits for the current course, as well as the availability of federal VA education benefits in future courses. Please contact your academic counselor to discuss the impact of withdrawing from a course.

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the educational service officer on the military base. University of Phoenix does not participate in the VA education advanced payment program. More information about veterans benefits can be reviewed at https://www.phoenix.edu/colleges_divisions/military.html

Visit the Department of Veterans Affairs website, <http://www.gibill.va.gov>, for additional information on educational entitlements.

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the U S Department of Veterans Affairs (VA) prior to the start of week 25 of enrollment. The VA may not always pay federal education benefits after week 24 if the VA records indicate the student has a large amount of transfer credits.

Please ensure all prior education transcripts and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University.

Academic credits earned for courses appearing on an official transcript from an accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation.

Transfer credits based on a different unit of credit than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University Office of Admissions and Evaluation or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial, not binding and subject to change.

Students receiving Chapter 30, 32, 33, 35, 1606 and 1607 benefits while attending University of Phoenix North Carolina campuses are required to submit a copy of high school transcripts if they are transferring fewer than 24 credits to University of Phoenix from a previously attended postsecondary institution

Military Tuition Assistance

To obtain federal Military Tuition Assistance, visit your local installation education office or virtual education center to receive college counseling and develop an education plan. From that point, a student can submit a Military Tuition Assistance request; for more information, visit https://www.phoenix.edu/colleges_divisions/military/military-financial-options.html

A student can currently receive 100% of federal tuition assistance from military service, with a \$250 cap per semester hour. Annual tuition assistance limits are determined by each branch of service and are subject to change at any time. If a student wants to apply for Military Tuition Assistance, that student will need to submit a completed authorization form to a military advisor at least two weeks before a course start date.

VA Tuition Assistance Top-Up Benefit

Top-Up allows VA to pay the difference between what Tuition Assistance (TA) pays and the cost of the course. The law prohibits active-duty students from receiving regular Chapter 30 benefits and TA for the same course; however, VA students, to include National Guard and Reserve servicemembers who earned Chapter 30 benefits while on active duty, in receipt of TA may receive the Chapter 30 Top-up benefit. Detailed information about Tuition Assistance Top-up and about applying for Top-up is available on the GI Bill® website, http://www.benefits.va.gov/gibill/tuition_assistance.asp

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

Unearned Tuition Assistance

In alignment with the Department of Defense Memorandum of Understanding (DOD MOU), the University has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60% portion of the period for which the funds were provided.

This policy applies to military service members who receive military Tuition Assistance.

The University will return unearned tuition to the applicable military service as follows:

- a.If a student does not begin attendance at the University, start a particular course, or the course is cancelled by the University, the University will return 100% of any TA funds received.
- b.If a student withdraws from a course TA funds received by the University will be returned on a pro rata basis according to the student's last date of attendance, also known as LDA. The last date of attendance will be used to determine the number of weeks the student attended the course. Once the last date of attendance has been determined, the University will calculate the pro rata percentage by dividing the number of weeks remaining by the total number of weeks in the course. Examples based on course length include:

Here is an illustrative example of a refund for a 5-week course at the University:

Weeks Attended	Refund for a 5-Week Course
1 Week	80% Returned
2 Weeks	60% Returned
3 Weeks	40% Returned
4 Weeks	No Return
5 Weeks	

In instances when a Service member stops attending due to a military service obligation, the University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

c. Unearned tuition assistance funds will be returned to the service unless otherwise directed in writing by the Department of Defense or service.

Servicemember Readmission

Please refer to the Servicemember Readmission Policy in the University's Academic Catalog for further information on the readmissions of servicemembers.

Federal Financial Aid Counseling

Federal Direct Loan Entrance Counseling

The University ensures loan entrance counseling is conducted using an online counseling module for students borrowing Federal Subsidized/Unsubsidized Loans or PLUS Loans for the first time. A link to the iGrad entrance counseling module is displayed within the University financial aid website. Entrance counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- The importance of repayment obligation
- A description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- The impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions

The goal of entrance counseling is to help the borrower understand what it means to borrow federal student loans

Federal Direct Loan Exit Counseling

The University notifies students to complete loan exit counseling online at the U.S. Department of Education website (<https://studentaid.gov/app/counselinginstructions.action?counselingType=exit>) within 30 days of completion of a program, withdrawal from the University or when a student ceases to be enrolled at least half-time. Exit counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- The importance of repayment obligation
- A description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- The impact of borrower responsibility for accruing interest on the borrower's total debt
- A caution to the borrow about third-party debt relief companies
- Other terms and conditions

A letter is sent to students advising them of the exit counseling requirement This letter includes an attachment with all required exit information The attachment can be found at <https://studentaid.ed.gov/sa/sites/default/files/loan-exit-counseling.pdf>

Federal Loan Repayment

Federal Student Loan Deferments (Postponing Payments)

A deferment is a temporary postponement of payment on your federal student loan(s) that is allowed under certain conditions. Students may be eligible for a variety of deferment options including:

- In-school deferment
- Economic hardship deferment
- Cancer treatment deferment
- Graduate fellowship deferment
- Military service and post-active duty student deferment
- Parent PLUS borrower deferment
- Rehabilitation training deferment
- Unemployment deferment

For students enrolled at least half-time at the university, in-school deferment of federal loans is generally automatic based on enrollment reporting the university provides to the National Student Loan Data System (NSLDS) on a weekly basis. If you are enrolled at the university at least half-time and your federal loans are not automatically deferred, please contact your federal loan servicer and request a loan deferment form. Completed deferment forms may be submitted by fax: (480) 643-1000 or email: studentrecordsspecialists.inbox@phoenix.edu.

For all other deferment options, students should contact their federal loan servicer. More information on each deferment option may be viewed at <https://studentaid.gov/manage-loans/lower-payments/get-temporary-relief/deferment>.

Federal Student Loan Simulator

The Federal Student Loan Simulator is a tool that may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available.

For more information regarding loan payment plans and to simulate other repayment plan options please use the ED's loan simulator tool available at <https://studentaid.gov/loan-simulator/>.

Sample Standard Repayment Calculator Detail

Loan Amount	\$15,000
Interest Rate	2.8%

Repayment Summary

Months in Repayment	120
Monthly Payment	\$143
Total Interest Payment	\$2,174
Total Loan Payment	\$17,174

With the standard plan, a fixed payment amount is due each month until loans are paid in full. Monthly repayments will be at least \$50, and have up to 10 years to repay

Graduated Repayment Detail - 120 months starting at a payment of \$79 and a final monthly payment amount of \$237 Total interest paid would be \$2,688, for a total of \$17,688

Extended Repayment (Fixed or Graduated Plans) - Only available for loan amounts greater than \$30,000

Payment amounts under the Pay as You Earn, Revised Pay As You Earn, Income-Based and Income-Contingent repayment plans will be available in the Loan Simulator after you enter tax filing status, adjusted gross income, family size and state of residence.

Federal Student Loan Consolidation

A Direct Loan consolidation allows a borrower to combine multiple federal student loans into one, which results in one bill, and one lender. It can also lower monthly payments by giving borrowers up to 30 years to repay their loans; however, by increasing the length of the repayment period, you will also make more payments, and pay more in interest. Most federal student loans, including the following, are eligible for consolidation:

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Federal Stafford Loans
- Direct PLUS Loans
- PLUS Loans from the Federal Family Education Loan (FFEL) Program
- Supplemental Loans for Students (SLS)
- Federal Perkins Loans
- Federal Nursing Loans
- Health Education Assistance Loans
- Some existing consolidation loans

When considering consolidation, it is important to consider the pros and cons. Consolidation could give borrowers access to alternative repayment plans, which they did not have before, and enable them to switch from a variable interest rate loan to a fixed interest rate. Consolidation may also cause borrowers to lose benefits offered with the original loans, such as interest rate discounts, principal rebates or some loan cancellation benefits, which can significantly reduce the cost of repaying loans.

More information regarding loan consolidation is located at <https://studentaid.gov/app/launchConsolidation.action>

Federal Student Loan Forgiveness, Cancellation and Discharge

In certain situations, borrowers can have their federal student loans forgiven, canceled or discharged. Below is a list of the type of forgiveness, cancellation and discharges available:

- Total and Permanent Disability Discharge
- Death Discharge
- Discharge in Bankruptcy (in rare cases)
- Closed School Discharge
- False Certification of Student Eligibility or Unauthorized Payment Discharge
- Unpaid Refund Discharge
- Teacher Loan Forgiveness
- Public Service Loan Forgiveness
- Perkins Loan Cancellation and Discharge (includes Teacher Cancellation)
- Borrower Defense to Repayment

Detailed information on these options is available at

<https://studentaid.gov/manage-loans/forgiveness-cancellation>

Financial Aid Disbursements

Federal Funds

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the student is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time and earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

First-time, first-year undergraduate borrowers will not have the first installment of the Direct Loan disbursed until 30 calendar days after the program of study academic year begins.

NOTE: Students enrolled in Competency Based Programs (CBE) at the University will receive their first disbursements after the third week of classes has begun to confirm enrollment (academic related activity) in all courses scheduled for the payment period.

Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Direct First-Time, First-Year Borrower	30 days after academic year or program start date	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Direct Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS	3 days after the academic year start date or 3 days after date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Grants		
Pell Grant Iraq Afghanistan Servicemembers Grant (IASG)	3 days from the academic year start date or 3 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Student Education Opportunity Grant (FSEOG)	3 days from the academic year start date or 3 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
State and Institutional Grants	Varies: Dependent on individual state requirements	Varies: Dependent on individual state requirements
Private Loans	Varies: Dependent on individual state requirements	Varies: Dependent on individual state requirements

For additional information on student eligibility for standard, late and post-withdrawal disbursements from the University, please refer to the Disbursements Policy in the Financial Aid Policies appendix

Federal Financial Aid Book Voucher

Pell eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period and disbursed funds would create a federal financial aid credit balance. Student Financial Services will notify these students of the University's book voucher request process. If the student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period.

Students may opt out of this offer by not requesting the book voucher.

Federal Financial Aid Credit Balance

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account. For more information, please review the Federal Financial Aid Credit Balance Policy in the Financial Aid Policies appendix.

On an exception basis, the University may, at its discretion, provide a student access to his or her anticipated federal financial aid credit balance. Students who may need to request this exception should speak with the finance department.

Note: If an exception is granted, the student will be responsible for any balance due to the University resulting from providing the student access to this anticipated federal financial aid credit balance.

Cancellation of Federal Financial Aid

The student (or parent in the case of a Parent PLUS Loan) must inform the University if all or a portion of federal financial aid funds are to be canceled. Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the disbursement date will be honored as a partial cancellation based on Title IV funds that are currently unapplied. The University notifies the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

State Funds

A payment period for state funds is defined according to individual state requirements. The payment period determines when funds are disbursed and the exact amount to be disbursed.

Awarding Aid to Transfer Students

A student who enrolls in a program at the University who has an overlapping academic year (AY) with a prior program, either at the University or at another institution is referred to as a transfer student. An overlapping AY exists if the student begins a program at the University prior to the expiration of the student's prior AY. There are 3 types of transfers: external, internal, and advancing programs.

External Transfer Student

Student previously attended a program at an institution other than the University of Phoenix.

Internal Transfer Student

Student previously attended a program at the University of Phoenix but did not complete this program.

Advancing Program Student

Student previously attended a program at the University of Phoenix, completed this program, and began another program at the University.

For more information on the University's treatment and determination of federal financial aid eligibility for transfer students, please refer to the Awarding Aid to Transfer Students Policy.

Determining Enrollment at the University

Please refer to the Enrollment Status Policy in the University's Academic Catalog for further information on determining enrollment at the University.

Course Attendance Policy

Please refer to the Course Attendance Policy in the University's Academic Catalog for further information on course attendance.

Withdrawing from the University

Circumstances may necessitate withdrawal from the University. For further information on officially, unofficially or administratively withdrawing from the University, please see the University's Withdrawal Policy in the Academic Catalog. For information on tuition refunds, please see the Tuition Refund Policy.

Students who withdraw and are receiving federal student aid funds should refer to the Return of Title IV Policy found in the Financial Aid Policies Appendix for information regarding any impact to their federal student aid.

Leave of Absence

Any student wishing to request a Leave of Absence (LOA) should contact his or her academic counselor to discuss available options. The Leave of Absence request form can be completed by accessing the student portal. Refer to the University's Academic Leave of Absence Policy found in the University's Academic Catalog for further information.

Students who are granted an LOA and are receiving federal student aid funds should refer to the Leave of Absence Policy found in the Financial Aid Policies Appendix for information regarding any impact to their federal student aid.

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy Act

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

The University is required to provide students a copy of its FERPA policy annually and upon written request from students. Current students can obtain a copy of the FERPA policy in the appropriate online Academic Catalog at <https://www.phoenix.edu/degrees/academic-catalog.html>

Under FERPA, a student is defined as an individual who is or has attended an educational institution. Students with at least one academically related activity (or one positive attendance "Y" posted, whichever happens sooner) in a university course are considered students at University of Phoenix.

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to students' records shall not be released to a third party without written or authorized electronic consent, via a FERPA Release form, judicial order or a lawfully issued subpoena.

Education records are defined as all records, files, documents and materials that contain information directly related to a student, and maintained by an educational institution.

The following are not interpreted as education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others
- Records of the law enforcement unit of an educational institution
- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records
- Records created after the student is no longer a student; alumni records

Releasable Information - Directory

In compliance with FERPA, a University-designated representative without prior written or authorized electronic consent of the student can release the following educational record information, provided the student does not have a FERPA Hold Request form on record.

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of degrees earned
- Current enrollment status
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior or senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

Exception: If a student submits written or authorized electronic requests via a FERPA Hold Request form that directory information not be released to a third party, no information can be released, absent a judicial order or a lawfully issued subpoena. A FERPA Hold Request is valid throughout the student's enrollment.

To add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar's Office.

For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form.

For a student to remove previously authorized parties from his or her record, the student would complete a FERPA Release Rescind form listing any/all parties to which that information should no longer be released.

Information Not Released - Non-Directory

Information that must not be released:

In compliance with FERPA, the following student information shall not be released by the University without prior written or authorized electronic consent of the student, a judicial order or a lawfully issued subpoena. The student's signature on the written requests shall be verified before acting upon the request.

- Place of birth*
- Month and day of birth*
- Social Security number (SSN), individual record number (IRN) or personal identification number (PIN)**
- Grades or grade point averages
- Course schedules
- Employment information including: employer, position held, work address or work telephone number
- Academic performance information, such as academic suspension, probation disqualification or academic dishonesty charges
- Admission information, including test scores or entry grade point averages
- Financial and accounting information
- Gender*
- Race*
- Ethnicity*

- Citizenship*
- Country of origin*

Note: Non-directory information can only be released to third parties via telephone or in person if the student has provided written or authorized electronic consent including a security word. If the student does not complete the release information, including security word, information is not released via telephone or in person.

Note: All third parties, including parents, with inquiries require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student.

** Although this information may be disclosed without prior written consent according to FERPA, the University policy is to maintain the confidentiality of this student information.*

*** Student IRN, SSN or PIN numbers generally should not be released to a third party, unless necessary to perform a required task (e.g., Student Financial Agreement, FBI request, etc.).*

Exceptions: The University may release personally identifiable information (PII), directory and non-directory information without the student's consent under the following conditions:

- School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment
- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials such as Apollo Education Group, Aptimus, Protiviti, National Student Clearinghouse, Taylor Corporation, Education Sales Management, InsideTrack, Salesforce, Iron Mountain, Vocado, iGrad, Google, Regent Education, TK20, College Board, Loan Science, Civitas, Pendo.io, Inc., Blackboard, Tevera, and other services.
- Collection agencies (States Recovery Systems, FMS, CBE Group and Resolution Assets Services).
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.

- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution's policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim's next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the institution to defend itself.
- The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.
- A school official is defined as:
 - A person employed by the University in an administrative, supervisory, academic, research or support staff position.
 - A person employed by or under contract to the University to perform a task.
 - A person serving on an institutional governing body or committee.
- A school official has a legitimate educational interest if:
 - Performing a task specified in his or her job description or contract.
 - Performing a task related to a student's education.
 - Providing a service or benefit related to a student or a student's family.
 - Representing a school in which a student seeks to enroll.
 - Disclosing information to federal and state authorities auditing compliance of federal or state support programs.
 - Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid.
 - Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released.
 - Performing studies on behalf of educational institutions.
 - Disclosing information to accrediting organizations carrying out their function.
 - Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

The University can disclose personally identifiable information (PII), directory and non-directory, without student consent if the disclosure meets one of the following conditions:

- This disclosure is to other school officials, whom the University determines have legitimate educational interests.
- The disclosure is to officials of other schools where the student seeks or intends to enroll.
- The disclosure is, subject to requirements of 34 CFR 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.
- The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
 - Eligibility for aid
 - Amount of aid
 - Conditions for aid
 - Enforce terms and conditions of the aid
- Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(0)].
- Students requesting demographic or PII on other University of Phoenix students for survey or research purposes must contact the appropriate director of operations and Academic Affairs after it has been approved through the University's Human Subjects Committee and/or Committee on Research as appropriate.
- The University shall retain a record of disclosure of student information disclosed to a third party. This information will be stored on the University computer system and will contain dates, names and reasons for release. Students shall have reasonable access to their educational records, may request to review their educational records and may challenge the contents of their educational records if they feel the contents to be inaccurate, misleading or otherwise in violation of their privacy or other rights.

Student Right to Access

Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA will be made available. If necessary, the Registrar's Office will work with a campus designee so that the student can review the record.

FERPA regulations require the University to comply with the students' right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, the Registrar's Office will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to have a copy of or to inspect.

Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student's file, the student must fill out and submit the Student Request for Information from Files form. Distance education students must submit a written request specifically outlining which record they would like to review.

A designated University official must be present when a student wishes to review his or her records at a campus location. This includes documents on file or student history notes that do not reference other student information. Printed files requested by the student and mailed from the Registrar's Office will not include history notes from any record systems.

Procedure

Students alleging that their University records are inaccurate or misleading, or who allege violations of FERPA, may present their challenges to the University Registrar.

Students have the right to correct record-keeping errors, but not to seek to overturn administration decisions and assessments. The Registrar shall review students' challenges and, when appropriate, amend students' records accordingly. Students will be notified within 14 days of the Registrar's actions and, based on the action, may request a formal hearing.

A student must submit a request for amendment in writing to the Registrar identifying the specific portion of his or her record he or she wants changed and why he or she believes it's inaccurate or in violation of his or her privacy. The Registrar will respond to the request within 14 days.

If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of his or her right to challenge the information. A student's request for a formal hearing must be made in writing and submitted to the Registrar's Office. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student's expense.

The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals that do not have a direct interest in the outcome of the hearing. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.

The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing, and will include a summary of evidence presented and the rationale for the decision.

If the University decides that the challenged information is not misleading, inaccurate or in violation of the student's privacy rights, it will notify the student within 14 days of his or her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.

The statement will be maintained as a part of the student's record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

Exception: Students may not inspect and review the following absent a judicial order or legally issued subpoena:

- Confidential letters and recommendations for which they have waived their rights of inspection

- Educational records containing information about more than one student (Access is permitted only to that part of the record concerning the inquiring student.)
- Records of instructional, supervisory, administrative and certain educational personnel, which are in the possession of the originator
- Records connected with an application to attend the University if the application was denied (For example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.)

University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students' rights are denied.

Exception: The University may release foreign transcripts to students.

Rationale: Original transcripts from institutions in other countries may be difficult or impossible for students to replace.

The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations absent a judicial order or legally issued subpoena:

- The student is not in compliance with his or her UOPX financial plan.
- There is an unresolved disciplinary action against the student.
- Transcripts will be issued as an exception to the above if one of the two following exception criteria is met:
- A student has filed for bankruptcy and has provided UOPX with a copy of the bankruptcy petition filed with the courts.
- A student has graduated from a previous UOPX program on record as that student had previously satisfied his or her financial obligation for that program.

If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, the student should contact the Admissions and Records Service Center at 800.866.3919 for assistance.

Students have the right to file a complaint with the FERPA. Inquiries should be directed to:

Family Policy Compliance Office
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, children (over the age of 18) and siblings. Beyond this time, requests for these records may be released to anyone after review and approval from the Registrar's Office.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student.

Solomon Act

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes the following:

- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:

- Email address
- Degrees received
- Most recent educational institution attended

Student Loan Code of Conduct

The University protects students with established loan policies. University of Phoenix follows federal regulations that govern student loan requirements. The Student Loan Code of Conduct at https://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html creates and maintains uniform student loan practices that focus on the best interest of student borrowers. It also manages relationships between school employees, learning institutions, lender advisory board members and student loan organizations.

University of Phoenix encourages students to review the Student Loan Code of Conduct at https://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html to learn about loan regulations.

Student Code of Conduct

University of Phoenix has established a Student Code of Conduct. Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in all University-related academic and professional discourse.

Students are accountable for their actions and are required to work independently and collaboratively with teams in achieving learning goals and objectives. As a member of the University's academic community, students acknowledge and accept an obligation to abide by the Student Code of Conduct on or off campus which is determined to impair, interfere with or obstruct the opportunities of others to learn, or which disrupts the mission, processes or orderly functions of the University, will be deemed misconduct. A violation of the Student Code of Conduct will be subject to appropriate disciplinary action.

For additional information on the Student Code of Conduct, see the Academic Catalog or contact the campus, <https://www.phoenix.edu/campus-locations.html>

Consumer Privacy Policy

Summarized below are key elements of the University Privacy Policy. The full version of the policy is available at https://www.phoenix.edu/copyright-legal/privacy_policy.html

Scope of Privacy Policy

The Privacy Policy applies to Personal Information we collect about users of our Sites, Apps, Wi-Fi hotspots, and other online services, (collectively, our "Services"), as well the Personal Information we otherwise collect about individuals, including current and potential students, alumni, visitors to our campuses, prospective students, and others with whom we interact, whether online, via phone, or offline. Certain Services may be subject to additional privacy policies or privacy disclosures relating to the services provided on the Site(s).

Information Collected & Used

We collect information about you directly from you, from third parties, and automatically through your use of our Services or interactions with us. We may combine the information we collect from these various sources. This table provides a summary of the personal information we collect and how we use it, which is further explained in our full Privacy Policy. While the actual information we collect and our use of such personal information varies depending upon the nature of our relationship and interactions, the table below provides a general overview of the categories of personal information we collect and the purposes for which we use such information.

Categories of Personal Information Collected

Name, contact information, and other identifiers: such as real name, alias, postal address, telephone number(s), unique personal identifier, online identifier, internet protocol (IP) address, email address, account name, social security number, driver's license number, passport number, or other similar identifiers.

Customer records: including paper and electronic customer records containing Personal Information, such as name, signature, social security number, physical characteristics or description, address, telephone number, passport number, driver's license or state identification card number, insurance policy number, education, employment, employment history, bank account number, credit card number, debit card number, other financial information, medical information, or health insurance information.

Protected classifications: such as race, color, sex, age, religion, national origin, disability, and citizenship status.

Commercial information: including records of personal property; products or services purchased, obtained, or considered; or other purchasing or consuming histories or tendencies.

Biometric information: physiological, biological, or behavioral characteristics that can be used alone or in combination with each other to establish individual identity, including imagery of fingerprint, face, and voice recordings-from which an identifier template can be extracted.

Internet or other electronic network activity information: including, but not limited to, browsing history; search history; and information regarding a consumer's interaction with an Internet website, application, or advertisement.

Geolocation data: precise geographic location information about a particular individual or device.

Audio, video and other electronic data: audio, visual, electronic, thermal, olfactory, or similar information, such as photos, call recordings, and CCTV footage.

Employment history: professional or employment-related information.

Education information: information regarding past and present education, including institutions attended, years of attendance, courses of study, attendance records, grades, awards earned, degree(s) obtained, discipline records, financial aid awards and payment history, as well as assignments and other student-generated work or contributions to online discussions. The information collected from a student or potential student may include both directory and non-directory information as those terms are defined in FERPA and the University's FERPA policy.

Inferences drawn from any of above categories of Personal Information: inferences used to create a profile about a consumer reflecting the consumer's preferences, characteristics, psychological trends, predispositions, behavior, attitudes, intelligence, abilities, and aptitudes.

Uses of Personal Information

- Administering applications, enrollment, registration, and financial services
- Providing support and services
- Personalizing content and experiences
- Marketing and promotional purposes
- Analyzing and improving our services and operations
- Securing and protecting our assets and rights and preventing misconduct
- Complying with legal obligations
- Supporting our general business operations

California residents. If you are a California resident, please be sure to review the Additional Information for California Residents section of the Privacy Policy for important information about the categories of personal information we collect and disclose and your rights under California privacy laws.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing communications from us, you may express your choice where indicated on the applicable communication, or you may unsubscribe as follows:

- **Email.** If you do not wish to receive marketing emails, follow the opt-out instructions in the footer of any marketing email we send or unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.
- **Postal Mail.** If you do not wish to receive marketing mailings, you may unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.
- **Phone.** If you do not wish to receive marketing telephone calls, you may express your choice during the call or unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.

- **Text.** If you do not wish to receive text messages, you may opt out by responding STOP to cancel future text messages. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866-766-0766.

The CCPA grants California residents certain additional rights and imposes restrictions on business as set forth in our Privacy Policy. If you are a California resident, your additional rights can be found here: https://www.phoenix.edu/copyright-legal/privacy_policy.html#ccpa.

COOKIES AND ADVERTISING

You also have certain choices about how we use your Personal Information for interest-based advertising purposes. You may update your preferences for third party tags and cookies on our Sites using our Preference Center, or you can select Do Not Track options on your personal devices or browsers. To opt out of third-party advertising cookies and tags on our Sites, select "Manage cookie preferences" from the footer of our webpages and turn off Targeting cookies.

We may also use device information, particularly in mobile advertising, to help deliver our advertising and measure ad campaign effectiveness. To assist us in using device information, we participate in the Adobe Experience Cloud Device Co-op. To learn more about Adobe's Experience Cloud Device Co-op, please visit Section 8. Interest-Based Advertising of our Privacy Policy: https://www.phoenix.edu/copyright-legal/privacy_policy.html.

SOCIAL NETWORKING CONTENT

You may change various user settings related to sharing your Personal Information contained in any user profile you set up as part of Social Network activities furnished by us, subject to contractual, academic, legal, or technical restrictions and reasonable notice. Note that your withdrawal from Social Network activities might prevent us from providing you with certain products or services. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.edu.

OTHER IMPORTANT INFORMATION

We have implemented security measures to protect against the loss, misuse, and alteration of the Personal Information under our control. However, no data transmission over the Internet can be guaranteed to be completely secure. As a result, although we will utilize such measures, we do not guarantee you against the loss, misuse, or alteration of Information under our control, and you provide Personal Information to us at your own risk. You should always take care how you handle and disclose your Personal Information and should avoid sending Personal Information through insecure email, Social Networks, or other Internet channels.

If you become a student, your educational records are subject to the U.S. federal Family Education Rights and Privacy Act (FERPA), state laws and your University policies. To obtain a copy of the Students' Rights to Privacy and Access to Educational Records policy, visit https://www.phoenix.edu/about_us/regulatory/consumer-information.html

You may also contact us via one of the below methods:

Mail: University of Phoenix
Registrar's Office
4035 S Riverpoint Parkway
Phoenix, AZ 85040

Registrar's Office - Admissions and Records Service Center
Phone: (800) 866-3919

University of Phoenix may update its policy or revise it from time to time. If you are concerned about how your personal information is used or disclosed, you should contact the University as described above or review the web page at https://www.phoenix.edu/copyright-legal/privacy_policy.html

Contact Us

Should you have any questions about our privacy practices, please contact us at Office.ComplianceUOPX@phoenix.edu or by mail:

University of Phoenix
Ethics, Compliance, and Data Privacy
4035 S Riverpoint Parkway
Phoenix, AZ 85040

Filing a Complaint

Local Campus Students

University of Phoenix is regulated by various state regulatory bodies for filing complaints in the state that a student resides. If a campus based student chooses to file a complaint, he or she can submit an internal complaint to the University's Resolution Services and/or file an external complaint with the designated state regulatory agency.

Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Suite 3008, Phoenix, AZ 85007; telephone (602) 542-5709; <https://ppse.az.gov/>

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.431.6959, 888.370.7589.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Commonwealth of the Northern Mariana Islands: The student may contact the Commonwealth of the Northern Mariana Islands Office of the Attorney General, Office of the Consumer Counsel, 2nd Floor, Juan A. Sablan Memorial Buildings, Capitol Hill, Saipan, MP 96950; telephone 670.237.7500, website: <https://www.cnmioag.org/divisions/consumer-protection/online-student-complaint/>

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program, P.O. Box 541, Honolulu, HI 96809; telephone 808.586.7327, <http://cca.hawaii.gov/hpeap/>

Nevada: The student may contact the Nevada Department of Employment, Training and Rehabilitation: Employment Security Division, Commission on Postsecondary Education, 2800 E. St.

Louis, Las Vegas, NV 89104; telephone (702) 486-7330.

Texas: The student may contact the Texas Higher Education Coordinating Board, 1200 E. Anderson Lane, PO Box 12788, Austin, TX 78711-2788; telephone (512) 427-6101, website: <https://www.highered.texas.gov/links/student-complaints/>

Online Students

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA participating institution (<http://nc-sara.org>). The University has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.

Online students may file a complaint through the University's internal grievance process by submitting the complaint to Resolution Services https://www.phoenix.edu/about_us/contact_us/dispute-management.html or through the complaint process of the Arizona State Board for Private Postsecondary Education <https://ppse.az.gov/complaint>. After exhausting the institution's internal complaint process and the complaint process of the Arizona State Board for Private Postsecondary Education online students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA). The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (<https://azsara.arizona.edu/complaints>).

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

Copyright is a form of legal protection provided by U.S. law, Title 17 U.S.C. §512(c) (2), which protects an owner's right to control the reproduction, distribution, performance, display and transmission of a copyrighted work. The public, in turn, is provided with specific rights for fair use of copyrighted works.

Copyrighted works protect original works of authorship and include:

- Books, articles and other writings
- Songs and other musical works
- Movies and television productions
- Pictures, graphics and drawings
- Computer software
- Pantomimes and choreographic works
- Sculptural and architectural works

Copyright law provides the owner of a copyright the exclusive right to do the following:

- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the work publicly
- Display the copyrighted work publicly
- Perform the work publicly by means of a digital audio transmission in the case of sound recordings

17 U.S.C. § 501(a) states, "Anyone who violates any of the exclusive rights of the copy-right owner is an infringer of the copyright or right of the author." Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

Specific information on copyright law and fair use may be found at the following sites:

- The U.S. Copyright Office: <http://www.copyright.gov>
- The Electronic Frontier Foundation fair use frequently asked questions:
<https://www.eff.org/teachingcopyright/handouts#fairuseFAQ>

Peer-to-Peer File Sharing

Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing compatible P2P software, to connect with each other and directly access digital files from one another's hard drives. Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc. Through P2P file sharing it has become increasingly easy to store and transfer these copyrighted works to others, thus increasing the risk that users of P2P software and file-sharing technology will infringe the copyright protections of content owners.

If P2P file-sharing applications are installed on your computer, you may be sharing someone else's copyrighted materials without realizing you are doing so. As a user of the University network, recognizing the legal requirements of the files that you may be sharing with others is important. You should be careful not to download and share copyrighted works with others.

The transfer and distribution of these works without authorization of the copyright holder is illegal and prohibited.

Violations and Penalties under Federal Law

In addition to University sanctions under its policies as more fully described below, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For willful infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

University Methods to Effectively Combat Unauthorized Distribution of Copyrighted Material and Student Sanctions

A student's conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy, its Acceptable Computer Use for Faculty and Students policy and any other applicable University policies.

The University may monitor traffic or bandwidth on the networks using information technology programs designed to detect and identify indicators of illegal P2P file-sharing activity. In addition to, or as an alternative, the University may employ other technical means to reduce or block illegal file sharing and other impermissible activities.

The University will also provide for vigorous enforcement and remediation activities for those students identified through the University Digital Millennium Copyright Act policy as potential violators or infringers of copyright.

Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means. These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Computer Use for Faculty and Students policy and any other University policy applicable to the particular situation.

Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

Education and Awareness

The University uses a variety of means to inform students, faculty and other network users about copyright laws and the response to copyright infringement claims by the University.

The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent.

The Consumer Information Guide, https://www.phoenix.edu/about_us/regulatory/consumer-information.html, is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Legal Sources for Online Music and Videos

The legal sources for online music and videos are reviewed annually by the University's Sr Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:

EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources:

<https://www.educause.edu/focus-areas-and-initiatives/policy-and-security/educause-policy/legal-sources-online>

The Recording Industry Association of America (RIAA) provides a list of legal music sources:

<https://www.riaa.com/resources-learning/for-students-educators/>

The legal sources for online music and videos are reviewed annually by the Sr Director of Governance, Risk and Compliance.

Digital Millennium Copyright Act Policy (DMCA)

The University computer networks, including its online library and classroom environment, are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. Please refer to the University's Copyright Infringement and Peer-to-Peer File Sharing Policy for more information.

University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. In addition to sanctions that may be applicable under the University Student Code of Conduct, the Acceptable Computer Use for Federal and Student, or other policies. The University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement. The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers' accounts under the DMCA.

Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix
Copyright Agent
4035 S Riverpoint Parkway
Phoenix, AZ 85040
Email: copyrightagent@phoenix.edu

If a valid DMCA notification is received, the University will respond under the 'Process for Filing Notice of Alleged Infringement' by taking down the infringing content found on our networks. On taking down content under the DMCA, the University will take reasonable steps to contact the owner of the removed content so that a counter notification may be filed. Upon receiving a valid counter notification, the University will generally restore the content in question, unless the University receives notice from the notification provider that a legal action has been filed seeking a court order to restrain the alleged infringer from engaging in the infringing activity.

The DMCA provides that you may be liable for damages including costs and attorneys' fees if you falsely claim that someone is infringing on your copyright. Alternatively, an individual can also be liable for damages including attorneys' fees if you materially misrepresent that an activity is infringing on the copyright of another. Therefore, the University recommends contacting an attorney if you are unsure whether a work is protected by copyright laws.

Pursuant to the DMCA, unless the University receives notification that legal action to seek a court order restraining the alleged infringer from further engaging in the infringing activity has been filed, upon receiving a valid counter notification, the University will:

- Provide the person who filed the original notification with a copy of the counter notice.

- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

Below is the process for filing a notification under the DMCA when an individual believes their work has been infringed upon. Notice must be given in writing to the designated agent as specified above and contain the following information:

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, describe the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number one and provide detailed information that is reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- Provide sufficient contact information: phone number, address and email address.
- If possible, provide information that allows the University to notify the alleged infringing party of notice of the alleged infringement.
- The following statement must be included in your notice: "I have a good faith belief that the use of the copyrighted materials described above and contained on the service is not authorized by the copyright owner, its agent or by protection of law."
- The following statement must be included in your notice: "I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed."
- The notice must be signed.

Process for Filing Counter Notification of Alleged Infringement

The person or provider of the alleged infringing material may present a counter notification pursuant to the DMCA. Upon proper counter notification, the University may reinstate the removed content. Notice must be given in writing to the designated copyright agent as specified above and contain the following information:

- Identify the material that has been removed. This may include providing the location or the URL when possible.
- Provide your name, address, telephone number and email address if available.
- Provide a statement that you consent to the jurisdiction of Federal District Court for the judicial district in which you reside, or for any address outside the United States or any judicial district, in which the service provider may be found, and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.
- Provide the following statement: "I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled."
- The notice must be signed.

Register to Vote

University of Phoenix makes the effort to educate students regarding the importance of exercising their right to vote and makes voter registration information available at the campuses. Additionally, the University makes a good-faith effort to distribute voter registration forms to students attending locations in states covered under the National Voter Registration Act of 1993 (NVRA).

The National Mail Voter Registration Form can be used by U.S. citizens to register to vote, to report a name or address change, or to register with a political party. Please follow the generic and state specific instructions for completing the form prior to mailing it to the address provided for the state in which you reside.

For more information on elections, registration, and voting in your state please visit <https://www.eac.gov/voters/register-and-vote-in-your-state>. Please note that the following states do not allow for same-day voter registration so you must plan accordingly: AZ, FL, GA, HI, IL, MI, NV, NJ, NM, NC, PA, TN, TX, UT, VA, and WA.

Campus Safety and Security

Annual Security Report

The University of Phoenix publishes an Annual Security Report annually by October 1st. The report is comprised of two parts, (1) the current Campus Safety Policies and (2) the Campus Crime Statistics, for the last three calendar years.

Visit https://www.phoenix.edu/about_us/campus-safety.html to access a PDF file of each separate campus Annual Security Report.

Campus Safety Policies

The University Campus Safety Policies at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase the campus community's awareness of current programs that exist to protect its members' safety and well-being and to satisfy the requirements of the Drug-Free Schools and Communities Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The information included relates to the following:

- Alcohol and other drug abuse prevention, health risks, effects of use, and counseling services
- Crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual violence programs aimed at awareness and prevention

The information is intended to provide a useful description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years.

Campus Crime Statistics

The Clery Act delineates the violations that need to be reported. The University of Phoenix Annual Security Report includes all Clery Act crimes reported to campus security authorities (CSAs), regardless of who reported, whether an investigation is initiated, or whether there is any decision by a court, prosecutor, or any other non-campus official unless it has been "un-founded" by law enforcement personnel. In addition, the University's Annual Security Report includes any Clery crimes reported to local law enforcement collected by the Campus Safety Coordinator through an information request. The statistics cover crimes reported to the University over the previous three years that occurred on campus, in certain off-campus (noncampus) buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to a CSA and local law enforcement agency.

The following Clery Act crimes meet definitions in the FBI's Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence and Stalking, definitions are provided by the Violence Against Women Act of 1994 (VAWA) and repeated in the U S Department of Education's Clery Act regulations.

- **Criminal Offenses** - Criminal Homicide (Murder and Non-Negligent Manslaughter, Manslaughter by Negligence), Sex Offenses (Rape, Fondling, Incest, Statutory Rape), Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft, and Arson
- **VAWA Offenses** - Any incidents of Domestic Violence, Dating Violence, and Stalking
 - Sexual Assault is also a VAWA Offense but is included in the Criminal Offenses category for Clery Act reporting purposes
- **Hate Crimes** - Any of the above-mentioned offenses (excluding Manslaughter by Negligence, Domestic Violence, Dating Violence, or Stalking), and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias
- **Arrests and Referrals for Disciplinary Action for Weapons** - Carrying, Possessing, etc. Law Violations, Drug Violations, and Liquor Law Violations
 - Hate crimes are not reported for these violations or referrals

Specific campus location crime statistics are available electronically in their respective Annual Security Report at https://www.phoenix.edu/about_us/campus-safety.html or by requesting a paper copy of the report from a Campus Safety Coordinator (contact information can be viewed at https://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html) or any University representative.

University of Phoenix expressly reserves the right to modify or to adopt additional campus policies and procedures relating to campus safety, at any time without notice.

Statement of Policy on Sex Offender Registration

The Campus Sex Crimes Prevention Act of 2000 requires institutions of higher education to advise members of the campus community where they can obtain information provided by the state concerning registered sex offenders. It also requires sex offenders to notify the state of each institution of higher education in the state at which they are employed or enrolled or carrying on a vocation. The state is then required to notify the University of any such information it receives. This notice should be directed to the Campus Safety Coordinator at their local campus.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the sex offender databases at <http://www.sexoffender.com/> and <https://www.nsopw.gov/>. You can search by city, county or ZIP code. This information is collected by other agencies, and the University cannot guarantee this information is correct or complete. The database link is provided to comply with the Clery Act and for campus safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Emergency Mass Notification Policy

The University maintains emergency management policies, procedures, and systems to protect lives and property, and to continue necessary critical functions and essential services.

An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the campus community at a University site or that significantly disrupts the normal course of University business.

The Emergency Mass Notification process includes emergency escalation procedures, mass notifications and supporting systems. In an emergency, dangerous or otherwise high-risk situation, these processes enable the University to, without delay, take into account the safety of the community, determine the content of the notification, and initiate the notification system to students, faculty and staff, including those who are enrolled at the University, unless issuing the notification system will, in the professional judgement of the responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

The policy can be viewed in its entirety in the Campus Safety Policies at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf

Campus Safety Contact List

To help ensure the safety of the campus community, the University has campus security authority (CSA) reporting contacts, including a designated Campus Safety Coordinator on every local campus. Below are some of the persons to whom students, faculty and staff should report crimes. Visitors and others not associated with the University can also contact these CSA reporting contacts to report crimes.

Security Operations Center (SOC)

866-992-3301 or 602-557-7000

GSOC@phoenix.edu

Senior Director Security

Steve Lindsey 602-557-7537

Steve.Lindsey@phoenix.edu

Title IX Coordinator

Bridget Beville 602-557-1823

TIXC@phoenix.edu

Ethics Helpline

888-310-9569

<http://www.UOPXhelpline.com>

Campus Safety Coordinators

Find your local campus Campus Safety Coordinator's name and contact information at https://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html

Alcohol and Other Drug Abuse Prevention

The U.S. Department of Education requires institutions of higher education to implement an alcohol and other drug abuse prevention and awareness program for their students and employees. University of Phoenix abides by the federal regulations for the Drug Free Workplace Act and the Drug Free Schools and Communities Act, regardless of individual state legalization. The University has a "zero-tolerance" policy regarding the unlawful use, sale, possession, or distribution of illegal drugs and alcohol on University Controlled Property, or as part of any University activity. Misconduct violations relating to the Student Code of Conduct, Faculty Code of Conduct, and/or the Code of Ethics are subject to disciplinary sanctions.

Students, faculty and staff are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Policies and programs concerning alcohol and other drugs, including health risks, effects of use, penalties, and counseling and assistance resources, can be viewed in the Campus Safety Policies at

https://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html.

Prohibition of Illicit Drug Use, Underage Drinking, and other Violations of Alcohol and other Drug-Related Policies

The University's Codes of Conduct clearly state that the unlawful manufacture, sale, delivery, unauthorized possession, or use of any illicit drug is prohibited on property owned or otherwise controlled by the University. The University enforces a "zero-tolerance" policy regarding underage drinking and will enforce state underage drinking laws on its campus premises (Note: The minimum legal drinking age in the United States is 21.) If any individual is found violating any alcohol- or other drug-related law while at a University location or activity, the University will fully cooperate with federal and state law enforcement agencies.

Institutional Sanctions for Alcohol and Drug Violations

The University abides by local, state, and federal sanctions regarding unlawful possession of drugs and the unlawful consumption of alcohol. Any member of the University community found consuming or selling alcohol or other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Consistent with local, state, and federal sanctions, the University may impose a disciplinary sanction to students, faculty, or staff requiring the completion of an appropriate rehabilitation program. Failure to comply with disciplinary standards could result in sanctions, up to and including expulsion or termination of employment, and referral for prosecution for violation of the standards of conduct.

Federal Financial Aid Penalties for Drug Violations

According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving federal financial aid may lose eligibility for federal aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans and other financial assistance.

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. If the student answers "yes" to the question, then he or she will be sent a worksheet by the federal processing center in order to determine whether the conviction affects eligibility for aid. Should the financial aid office be notified that a student has been convicted of sale or possession of illegal drugs, financial assistance will be suspended immediately. If a conviction was reversed, set aside or otherwise rendered invalid, it does not count. Convictions occurring during periods of non-enrollment also do not count. In addition, any conviction received as a juvenile does not count, unless the student was tried as an adult.

Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines, imprisonment or both.

Penalties for Drug Convictions

A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count against student eligibility if they were for an offense that occurred during a period of enrollment for which the student was receiving FSA and they do not count if the offense was not during such a period, unless the student was denied federal benefits for drug trafficking by a federal or state judge. Also, a conviction that was reversed, set aside or removed from the student's record does not count nor does any conviction received as a juvenile count unless the student was tried as an adult.

POSSESSION OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for one year from the date of conviction.
- Second offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses: Indefinite ineligibility for federal financial aid from the date of conviction.

SALE OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses: Indefinite ineligibility from the date of conviction.

Note: The student may regain eligibility the day after the period of ineligibility ends. If the student was convicted of both selling and possessing illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

How to Reduce the Period of Eligibility or Regain Eligibility

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Having the conviction reversed, set aside or otherwise rendered invalid.

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive. It is the student's responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA. The University is not required to confirm the reported information unless conflicting information is determined.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds from a federal, state or local government agency or program, or from a state-licensed insurance company, or
- Be administered or recognized by a federal, state or local government agency or court, or by a state-licensed hospital, health clinic, or medical doctor.

Convictions for Offense That Occurred During Enrollment

Federal regulations require an enrolled student convicted of a drug offense after receiving federal financial aid to notify Student Financial Services immediately. The student may be ineligible for further aid in that academic year and required to pay back all federal aid received after the date of the conviction. Student Financial Services will work with the student regarding all of the available options.

Academic Year Definition Policy

Overview

The Academic Year Definition Policy provides the defined academic year for each program (by credential level) offered by the University.

Policy

A student's academic year begins with the first eligible course of a degree program and ends when the student successfully completes the credits and weeks of instructional time requirements. A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework.

The University defines its academic years as follows:

- Undergraduate Certificate Programs are a minimum of 24 credits and 40 weeks of instructional time
- Graduate Certificate Programs are a minimum of 24 credits and 48 weeks of instructional time
- Associate Programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time

- Associate Programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time
- Bachelor's Programs are a minimum of 24 credits and 40 weeks of instructional time
- Master's Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time
- Competency Based Education (CBE) Programs are a minimum of 24 credits and 32 weeks of instructional time

Students who take more than one course at a time or have courses with overlapping instructional weeks may complete the minimum number of credits (24) prior to completing the required weeks of instructional time. In order for a student to complete the academic year, both credits and weeks of instruction must be met. Therefore, students may need to complete additional weeks to successfully complete the academic year definition.

Example:

A student is enrolled in a Bachelor program and has two courses that overlap by one instructional week. The student would be completing 24 credits in 39 weeks; however, the academic year definition is a minimum of 24 credits and 40 weeks. Therefore, the academic year would not be over until the student completes at least one more week of instructional time. In order to do this, the student must complete at least one additional week in the subsequent course.

Allowable Charges Policy

Overview

Federal regulations stipulate that when an institution disburses federal financial aid funds to a student by crediting the student's account, it may do so only for allowable charges. Student nor parent authorization is required to apply disbursed federal financial aid funds to an allowable charge. The Allowable Charges Policy defines what those allowable charges are at the University.

Policy

Allowable Charges

The University defines allowable charges as follows:

- Tuition
- rEsource Fees (electronic course materials fees and books)
 - By using the ED MAP Book Voucher, the student has authorized the use of federal financial aid funds for the book charge. If the student chooses not to use the book voucher, the authorization is no longer valid.
- Sales tax, if applicable and assessed on an allowable charge,
- California Student Tuition Recover Fund (CA STRF), if applicable

Prior-Year Charges

If a student owes allowable charges from a prior loan period, the University will use current loan period Direct Loan funds, not to exceed \$200, to pay those charges. The University does not apply any other type of federal financial aid funds (e.g., Pell and FSEOG) to allowable charges for any prior loan period. (Refer to the Federal Financial Aid Credit Balance Policy for additional information)

Cost of Attendance Policy

Overview

The Cost of Attendance Policy addresses the cost of attendance (COA) established for use in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific academic year. The University uses the same COA when awarding Pell Grant, FSEOG, and Direct Loans. If the student is only receiving Pell Grant or IASG, the Pell COA is used for awarding purposes. The COA consists of various components to determine eligibility for an academic year. The University reviews and, if necessary, updates each COA component annually.

Policy

The University's COA is made up of the following components:

- Tuition and mandatory institutional fees
- rEsource Fees (Books and Supplies)
 - rEsource fees encompass course textbooks and electronic materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink
- Living Expense
 - Room and Board (housing and food)
 - Transportation
 - Miscellaneous
 - Personal care expenses
- Federal Loan Fees

If a student is attending less than half time, the COA is limited to the following components:

- Tuition and mandatory institutional fees
- rEsource Fees

To determine the total of each component for a student's COA, the University references its academic year definition for each credential level to establish the number of credits and months to be used. (Refer to Academic Year Definition Policy for further information)

If a student's academic year is less than a full academic year in either credits or months, each component will be adjusted accordingly.

Exceptions include professional judgment decisions (i.e. child care costs) and elimination of an overaward using a student's actual tuition costs for the period of enrollment. (Refer to the Overaward & Overpayments Policies for further information.)

Tuition

The tuition component for the COA is based on a per credit weighted average for each credential level across the entire University. The University documents how tuition averages are calculated and makes this information available upon request.

To determine the total tuition component for each student's COA, the University multiplies the weighted average price per credit by the average number of credits per academic year.

rEsource Fees

The books and supplies component is calculated using a standard rEsource fee for each course in the student's academic year based on the credential level.

Living Expense

The living expense component is a per month allowance. The University documents how living expense components are calculated and makes this information available upon request. Students receiving military housing assistance (Basic Allowance for Housing or BAH) will have a reduction in living expenses in the amount of the room allowance (housing). Students who are incarcerated are not eligible to receive living expenses.

To determine the total living component for each student's COA, the University references its academic year definition for each credential level to establish the number of months to be used. (Refer to Academic Year Definition Policy for further information)

Loan Fees

The University calculates an average loan fee per month based on credential level. The number of months used to determine the living expense component (see above) is also the number of months used to determine the total loan fee component in the student's COA. The University documents how the loan fee component is calculated and makes this information available upon request.

Consortium Agreements Policy

Overview

Written arrangements consist of consortium and contractual agreements. The Consortium Agreements policy documents the University's position on participating in consortium agreements with other institutions for the purpose of receiving or processing federal financial aid funds.

Policy

The University may execute on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute on an individual basis nor execute as a home or host institution for students enrolled as degree seeking students at the University.

Federal Student Aid COVID-19 Exceptions Policy

Overview

The Federal Student Aid (FSA) COVID-19 Exceptions Policy highlights the exceptions made to existing University policies for the 2019-2020, 2020-2021, and 2021-2022 federal award years while administering FSA funds for students impacted by COVID-19.

Policy

In an effort to mitigate the effects of the COVID-19 national emergency, multiple federal actions were enacted to provide relief to impacted organizations and individuals.

- **March 13, 2020:** The President of the United States declared a national emergency concerning the coronavirus (COVID-19).
- **March 27, 2020:** The Coronavirus Aid, Relief, and Economic Security Act ("CARES Act") was signed into law.
- **April 3, 2020:** The Department of Education (ED) deemed the President's national emergency as equivalent to a federally declared major disaster, as defined in the Robert T. Stafford Disaster Relief and Emergency Assistance Act in 42 U.S.C. § 5122(2) (Stafford Act).

As a result of the above series of events, ED published a series of electronic announcements describing waivers, emergency flexibilities, and regulatory relief that schools may use to aid students impacted by the COVID-19 national emergency.

This policy describes the exceptions to existing University FSA policies permitted for federal student aid applicants and recipients during the coronavirus (COVID-19) national emergency.

Verification and Conflicting Information Policy

Acceptable Documentation for V4 and V5

High School Completion

Applicants selected for V4 or V5 verification must provide acceptable documentation, as detailed in the Verification and Conflicting Information Policy, in order to resolve verification. This requirement continues to apply, even during the COVID-19 national emergency. However, if an applicant has attempted but has been unable to obtain documentation to verify his/her high school completion or its equivalent, on an exception basis, the University will accept a signed and dated Attestation of High School Completion from the applicant in which he or she truthfully attests to his or her high school completion or the equivalent. This exception will be permitted only for Verification groups V4 and V5 from May 15, 2020 until the end of the first payment period that begins after the COVID-19 national emergency is rescinded. The University will identify students who qualify for this exception and provide the Attestation of High School Completion Form for the student to complete and return.

The attestation may not be used to resolve conflicting information, including "none of the above".

Any documentation obtained through this exception cannot be used to resolve verification outside of the timeframe designated by the law (i.e. verification conducted in subsequent payment periods and award years).

Return of Title IV Policy

Return of Unearned Aid

When an FSA recipient withdraws from the University prior to completing a payment period for which he/she received FSA funds, an R2T4 calculation must be performed to determine the amount of FSA funds earned as of the date of withdrawal as well as the amount of unearned funds that must be returned to the applicable FSA program(s), as detailed in the Return of Title IV Policy. This requirement continues to apply, even during the COVID-19 national emergency. However, for students determined to be eligible for the CARES Act provisions related to R2T4 ('Cares Act relief'), neither the University nor the student is required to return unearned FSA program funds to the applicable FSA program(s). Additionally, if FSA program funds were previously returned and/or reported as an overpayment for students determined to be eligible for Cares Act relief, the University is required to re-disburse these funds and/or remove the reported overpayment. The University will evaluate a student's eligibility for this exception if the student has officially withdrawn from the University during an eligible payment period and appropriately submits the University's required attestation form satisfactorily explaining why the withdrawal from an eligible payment period was the result of the COVID-19 national emergency.

Determination of Eligibility for Cares Act Relief

A student must officially withdraw by following the University's Withdrawal Procedures published in the University's Academic Catalog and designate their reason for withdrawal to be related to the COVID-19 national emergency to be considered for CARES Act relief. The University will notify potentially eligible official withdrawals via email and provide the University's Truthful Attestation of Coronavirus-Related Circumstances Form. This attestation form must be completed in full and include a detailed explanation describing why the student's withdrawal was the result of the COVID-19 emergency. The completed attestation form MUST be returned to the University within 30 days from the email notification date via email to FinancialServicesSeniorSupport@phoenix.edu. Completed attestation forms received after this deadline will be denied. Students should provide any relevant supporting documentation with the completed attestation form.

The University will review each Truthful Attestation of Coronavirus-Related Circumstances Form submitted and determine whether the student meets the eligibility requirements for CARES Act relief. If the University determines the student is eligible for CARES Act relief, the University will re-disburse any FSA program funds that were included in the R2T4 calculation.

Disbursement Policy

Late Disbursement

The University is required to confirm that certain conditions are met prior to making a late disbursement of FSA program funds, and the conditions vary based on the type of FSA program fund(s) being disbursed. For more information on late disbursements, including post-withdrawal disbursements, and the conditions that must be met, please refer to the Disbursements Policy. This requirement continues to apply, even during the COVID-19 national emergency. However, for students determined to be eligible for the CARES Act provisions related to R2T4 ('Cares Act relief') the University is not required to employ the conditions for determining if a late disbursement, including post-withdrawal disbursements, can be made. Consequently, for students who qualify for Cares Act relief, the University will re-disburse any FSA program funds that were included in the R2T4 calculation.

Exceptions notwithstanding, the University must still perform the R2T4 calculation and required actions within the required timelines and document the results.

If the re-disbursement of FSA program funds previously returned creates a Title IV credit balance, the University must issue funds to the student within 14 days.

Disbursements Policy

Overview

The Disbursements Policy addresses a student's eligibility for standard, late, and post-withdrawal disbursements of federal financial aid funds from the University. The University may only disburse federal financial aid funds to eligible students for allowable charges.

Policy

The University requires the following information be completed before a disbursement of Federal Direct/PLUS loans is made:

- Confirmation of loan amount (fund acceptance)
- Entrance counseling, if applicable
- Master Promissory Note (MPN)

The following are additional items that may be required:

- University's confirmation of financial aid satisfactory academic progress
- A 30-day disbursement delay for first year/first time borrowers

Master Promissory Note Confirmation

The University uses the multi-year MPN and practices an active confirmation process for all borrowers borrowing under the Direct Loan Program. The University requires a student to submit a new MPN if no Direct Loan disbursements are made within one year of the original MPN sign date. The University originates the loan(s) based on the student and/or parent's confirmed loan amount(s) received during the processing of his/her financial aid for each FAFSA award year. Requests may be made for an increase or decrease to the loan amount. However, if the amount(s) of Federal Direct and/or PLUS (PLUS) loans requested exceeds the student's cost of attendance (COA), the University only originates up to the COA.

The University will maximize the student's Subsidized Direct Loan eligibility when awarding and originating the confirmed Direct Loan amount.

Standard Disbursement

The University will notify students, before any disbursement is made, of the amount of federal financial aid funds the student (and his/her parent) can expect to receive under each federal financial aid program for each payment period in the academic year (AY) and how and when those federal financial aid funds will be disbursed. The University will schedule disbursements according to procedures; typically, federal financial aid fund disbursements are scheduled to disburse by the 3rd day of a payment period. For students enrolled in Competency Based Education Programs, the disbursements will be made once the student has posted an academically related activity in each course. This is to confirm enrollment in all courses scheduled for the payment period before funds will be disbursed.

At the time of disbursement, the University will confirm the student continues to meet student eligibility requirements in addition to disbursement requirements and is eligible to receive the federal financial aid funds awarded. Typically, a student is eligible to receive a disbursement of federal financial aid funds for the first payment period of the AY when the University confirms the student has posted attendance in an eligible course(s) in the payment period and satisfactory academic progress standards were met, if applicable. The student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period when the student meets the above criteria in addition to successfully completing one-half the weeks of instructional time AND earning one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

At the time the AY and federal financial aid funding is initially established, if the payment periods are not equal in credit hours and weeks of instructional time, the first payment period will consist of more credit hours and/or weeks of instructional time to ensure the required credit hours and weeks of instructional time are earned/completed before the second payment period disbursement is made, as required. However, based on the student's actual progression thru their AY, the student's federal financial aid funding may be reevaluated resulting in the second payment period consisting of more credit hours and weeks of instructional time than the first payment period.

If a program is longer than one AY and consists of a remaining period that is more than one-half an AY, the remaining period will have two payment periods. Timing and eligibility of the disbursements are the same as outlined above. If the remaining period is equal to or less than one-half an AY, the remaining period will have one payment period. However, the University disburses federal financial aid funds in two disbursements. The second disbursement is not made until the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in this single payment period.

Right to Cancel

Once the loan is disbursed, the University will send the student/parent a disbursement notification that contains information regarding a borrower's Right to Cancel, which includes the time given to respond should the student and/or parent borrower wish to cancel all or a portion of their loan request(s). This notice will be sent to the student/parent no later than seven days after crediting the student's account at the University. Borrowers who wish to cancel all or a portion of their loan must login to the student website and navigate to Account > Awards & Disbursements > Change Loans to initiate the reduction or cancellation of federal financial aid within 30 days from the date the University sends the disbursement notification. If there are any further questions, students can contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679. Any requests received after 30 days will be denied. The University will notify the student/parent in writing the outcome of his/her request regardless of when the cancellation request is received.

Late Disbursement

Students or parents become ineligible to receive federal financial aid funds on the date the student:

- For Federal Grants, the student is no longer enrolled at the University for the award year; or
- For Direct Loans, the student is no longer enrolled at least half time

If a student completes a payment period or academic year, withdraws during a payment period or period of enrollment, or graduates, the University must make or offer the student (or parent in the case of a PLUS loan) a late disbursement of federal financial aid funds for which the student (or parent in the case of a PLUS loan) was eligible while in attendance at the University.

The U.S. Department of Education regulations do not permit the University to make any late disbursement of federal financial aid funds after 180 days from the date the University determined that the student withdrew or, if the student did not withdraw, became ineligible.

The following conditions must be met prior to the date the student became ineligible for a late disbursement

Program

Pell Grant/IASG		No additional requirements
FSEOG	For all programs: 1. ED processed a SAR/ISIR with an official EFC; AND	Student is awarded a grant
Direct Loans	2. The University received a valid SAR/ISIR by the date established by ED.	A loan record is originated

The following additional limitations must be satisfied before the University may make a late disbursement

Direct Loans	The University received a valid SAR/ISIR by the date established by ED; and 1. For a first-year, first-time borrower, the student completed 30 days of the program. 2. For a second disbursement, the student graduated or completed the period for which the loan was intended.
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Paying a Late Disbursement of Federal Financial Aid Grant Funds

Without the student's permission, the University may credit a student's account with a late disbursement of federal financial aid grant funds for charges associated with the current payment period. If federal financial aid grant funds remain to be disbursed from a late disbursement after all outstanding charges on the student's account have been satisfied, the University pays the grant funds directly to the student within 14 days.

Paying a Late Disbursement of Federal Financial Aid Loan Funds

Prior to the University making any late disbursement of federal financial aid loan funds, the borrower is notified with an explanation stating the borrower's obligation to repay the loan funds disbursed. The borrower is given an opportunity to accept or decline the loan. The borrower's authorization to receive the loan must be submitted via a verbal request, the late disbursement letter or a signed statement submitted to the University titled "Late Disbursement Notification."

The borrower has 30 days from the date on the late disbursement letter to return the letter to the University; otherwise the loan award is canceled. If the student had a federal financial aid credit balance before becoming ineligible, and the credit balance consists of direct loans, the University offers the funds to the student in writing and does not disburse the direct loan funds directly to the student until the borrower's authorization is received.

Post Withdrawal Disbursement

As a result of the student's Return to Title IV Funds (R2T4) calculation, the student may be eligible to receive federal financial aid funds that had not disbursed but could have been disbursed prior to the student's withdrawal date (Refer to the R2T4 Policy for further information).

If the total amount of federal financial aid grant and/or loan funds earned by the student on the R2T4 calculation is greater than the total amount of federal financial aid disbursed to the student, or parent in the case of a PLUS loan, the student may be eligible to receive a post withdrawal disbursement (PWD).

The University does not include as a PWD any funds from a disbursement the University was prohibited from making on or before the date of the University's determination that the student withdrew, which would apply to the following:

- A first disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before completing 30 days of the program of study;
- Second or subsequent disbursements of Direct Loan funds unless the student successfully completed the loan period; or
- Disbursements of Federal Pell or IASG Grant funds to a student for whom the University did not have a valid SAR/ISIR by the deadline established by ED

A PWD is made from available grant funds before available Direct Loan funds.

Post withdrawal Disbursement of Federal Financial Aid Grant Funds

The University will credit a student's account with a PWD of federal financial aid grant funds (Pell, IASG, and FSEOG), without the student's permission, for outstanding current allowable charges.

The University will obtain a student's authorization to apply PWD grant funds toward anything other than current charges. The University disburses any amount of a PWD of federal financial aid grant funds as soon as possible, but no later than 45 days after the date of the University's determination that the student withdrew.

If the student does not respond to the University's notice for authorization, federal financial aid grant funds are used for outstanding allowable charges. (See Allowable Charges Policy for the definition of allowable charges).

Post withdrawal Disbursement of Federal Financial Aid Loan Funds

The University notifies a student, or parent in the case of a PLUS loan, in writing prior to making any PWD of Direct Loan funds, whether credited to the student's account or disbursed directly to the student (or parent in the case of a PLUS loan). The written notification is sent to the student (or parent in the case of a PLUS loan) as soon as possible, and within 30 calendar days of the University's date of determination that the student withdrew. The written notification includes the following:

- The type and amount of Direct Loan funds to be credited to the student's account or disbursed directly to the student or parent, in the case of a parent PLUS loan,
- Explanation that the student, or parent in the case of a PLUS loan, has the right to accept or decline all or a portion of the funds offered.
- Information about the borrower's obligation to repay Direct Loan funds, if disbursed.

- A request for authorization to credit Direct Loan funds to the student's account, indicating if authorization is not provided in writing, the student may not receive any Direct Loan funds as a direct disbursement, unless the University concurs.
- Information informing the borrower that no PWD will be made if he/she does not respond in writing within 30 days of the date of the letter. The University may, on an exception basis, choose to accept a late request, and/or accept verbal authorization from the borrower. The deadline for a borrower to accept a PWD is the same for both a confirmation of a Direct Loan disbursement to the student's account and direct disbursement of a PWD.
 - If the University declines to honor a late request accepting loan funds to be credited to the student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.
 - If the University chooses to honor a late request, all loan funds must be disbursed in accordance with the student or parent's request. The result of the contact and final determination made concerning the disbursement is documented in the student's file.
- Instructions to submit the request electronically or in writing directly to Student Financial Services-Operations (SFS-O) by mail, fax, or via the student website.

If the student, or parent in the case of a PLUS loan, responds in writing to the notice within 30 days of the date of the letter and authorizes the University to make all or a portion of the PWD, the funds are disbursed in the manner specified by the student, or parent in the case of a PLUS loan, within 180 days of the University's date of the determination that the student withdrew.

If the University chooses to honor a late request, all loan funds accepted by the student, or parent in the case of a PLUS loan, are disbursed in accordance with the student's or parent's request. If the University declines to honor a late request accepting loan funds to be credited to student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.

The University does not request federal financial aid funds for a PWD unless and until it has determined the following:

- A PWD is due and accepted by the student, or parent in the case of a PLUS loan,
- The amount of the PWD, and
- The PWD can be disbursed within three business days of receipt.

Enrollment Reporting Policy

Overview

The Enrollment Reporting policy details how the University confirms and reports the enrollment status of all Title IV students and previous Title IV students who transfer to the University.

Policy

The University reports enrollment both in the Campus-Level Record, representing the student's overall enrollment at the University and in the Program-Level Record, for each of the academic programs the student attended using the eight-digit Office of Post-secondary Education Identifier (OPEID) for the location of the course. To complete these reporting requirements, the University contracts with the National Student Clearinghouse (NSC). NSC then provides this information to the participating guaranty agencies, lenders, and servicers.

Even though the University uses NSC for enrollment reporting, the

University remains responsible for submitting timely, accurate, and complete responses to Enrollment Reporting roster files and for maintaining appropriate documentation. NSLDS sends the roster to NSC; however, if the response is not received in a timely matter, NSLDS notifies the University rather than NSC.

Reporting Schedule

The University is required to confirm enrollment information for all students on its roster file scheduled at least every two months and must do so within 15 days of the date NSLDS sends the roster to NSC. In addition, any changes in enrollment status to less than half-time, graduated, or withdrawn must be reported within 30 days of becoming aware of the change. To meet this requirement, the University confirms and reports the enrollment status of all students to the NSC on a weekly basis. NSC uses the data provided by the University to complete the Enrollment Reporting file sent from ED on a weekly basis.

NSLDS returns an error report if it identifies errors in the Enrollment Reporting file. Any identified errors must be corrected and resubmitted to NSLDS within 10 days. The University accesses the NSLDS error report via the NSC site promptly after an error is identified to ensure the necessary corrections are made within the 10-day timeframe.

Overall Enrollment Status categories

<u>Code</u>	<u>Status</u>	<u>How the University Reports the Status Start Date for Enrollment Statuses</u>
F	Full-time	The status start date is not reported on the weekly SSCR report. It is determined by NSC based on the first day of the term (which is the course start date associated with the first academic related activity (ARA) that triggered the full-time status)
L	Less than half-time	The start date of the term date is reported
A	Leave of Absence	The start date of the approved leave of absence
G	Graduated	The academic complete date for the program (which is the end date of the last course)
W	Withdrawn	The student's official last date of attendance (OLDA) at the time the system updates the status to withdrawn
D	Deceased	The date of death (when provided) or the date the University received the request in any event the date of death is not provided

Status Start Date

The University reports the status start date (status effective date) if the student has a Graduated (G), Deceased (D), Withdrawn (W), Less Than Half Time (L), or is on an approved LOA (A) status.

Anticipated Graduation Dates

The anticipated graduation date is the date the student is projected to graduate and is required only for enrollment data and students with F, Q, H, L, or A statuses.

Federal Financial Aid Credit Balance Policy

Overview

The Federal Financial Aid Credit Balance Policy addresses federal financial aid credit balances and how the University handles those credit balances when they occur on a student's account. Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges for the payment period, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account.

Policy

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges), a federal financial aid credit balance occurs. Federal financial aid credit balances will be issued to the student, or parent as applicable, within 14 days of the date federal financial aid funds are disbursed or the date the federal financial aid credit balance occurs (which is the date the funds are applied to the student's account).

Unclaimed Federal Financial Aid Credit Balances

The University will refund Federal financial aid credit balances to the student or parent via electronic funds transfer (EFT). In the event direct deposit has not been setup or the EFT is rejected, a paper check will be sent to the student or parent using the student's current address on record. Federal financial aid credit balance checks issued to students or parents are required to be negotiated within 90 days of issuance. Any refund check not cashed within the 90 days will be canceled and the University will return this unclaimed credit balance to the applicable federal financial aid program(s). In the event a check is returned to the University, the University will (re) confirm the student's or parent's current address and reissue this check if the current address has been updated since the original check was issued. If the current address has not been updated, the University will return this unclaimed credit balance to the applicable federal financial aid program(s).

All unclaimed credit balances will be returned in the following order:

- Unsubsidized Direct Loans (other than Direct PLUS)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG Grants
- TEACH Grants
- Iraq and Afghanistan Service Grants

Federal Pell Grant/IASG Policy

Overview

The Federal Pell Grant/Iraq and Afghanistan Service Grant (IASG) Policy illustrates how the University calculates and awards Pell Grants (including those funds awarded under the Children of Fallen Heroes or Children of Fallen Soldiers) and IASG to eligible students.

Policy

The University calculates the annual award for Pell eligible students in nonterm credit-hour programs using Federal Pell Grant Formula 4 in conjunction with the Federal Pell Grant full-time payment schedule. The maximum duration of Pell and IASG eligibility is limited to six full-time scheduled awards, as measured by the percentage of lifetime eligibility used (LEU). A student is ineligible to receive further Pell and or IASG funds if they have 600% or greater.

Pell Grant Eligibility

Students who meet general eligibility requirements (Refer to the University's Consumer information Guide for further information on general eligibility) and have a calculated expected family contribution (EFC) number that meets Federal Pell Grant eligibility criteria will be awarded Federal Pell Grant funding.

In addition, students who meet one of the following criteria will be awarded the Federal Pell Grant or IASG funding:

Iraq and Afghanistan Service Grant (IASG)

The IASG is awarded to students whose parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001 and meets one of the following requirements:

- The student was less than 24 years of age when the parent or guardian died; or
- The student was enrolled at an institution of higher education at the time of the parent or guardian's death.

If the student is eligible for a Federal Pell Grant, the University will award and package all federal financial aid based on a zero EFC. If the student is ineligible for a Federal Pell Grant because his/her EFC is too high, the student may receive the IASG. The grant amount is equal to the maximum Federal Pell Grant for the award year and cannot exceed the student's cost of attendance. The IASG is subject to a federal budget cut each year, known as sequestration. Because the IASG awards are subject to a federal budget cut each year, there are reductions from the award amount for which the student would otherwise have been eligible to receive. Each year, this amount changes based on the Budget Control Act of 2011.

Children of Fallen Heroes:

A student whose parent or guardian died in the line of duty while performing as a public safety officer may receive increased amount of federal financial aid under the Children of Fallen Heroes Scholarship if the student is Pell grant eligible and

- The student was less than 24 years of age when the parent or guardian died; or
- The student was enrolled at an institution of higher education at the time of the parent or guardian's death.

In these scenarios, all federal financial aid will be based on a zero EFC. The zero EFC is only used for awarding purposes.

The U.S. Department of Education does not provide any notification of eligibility to the University. Consequently, students who believe they qualify for this scholarship must notify the University's Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 and provide any required documentation requested. The University will determine based on the documentation submitted whether or not the student meets the eligibility criteria. For more information, please refer to the University's Consumer Information Guide.

Children of Soldiers:

A student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, may receive increased federal financial aid funds if at the time of the parent or guardian's death the student was either less than 24 years old or was enrolled in college. Eligibility is based upon the following:

- If the student is Pell grant eligible, the student may receive a Pell grant; OR
- If the student is not Pell grant eligible because his/her EFC is too high, the student may receive an Iraq and Afghanistan Service Grant.

In these scenarios, all federal financial aid will be based on a zero EFC. The zero EFC is only used for awarding purposes.

The U.S. Department of Education (ED) notifies the University when a student appears to meet the criteria for Zero EFC treatment because a parent or guardian died as a result of U.S. military service in Iraq or Afghanistan. This is based on a match with the U.S. Department of Defense file of eligible dependents)

Calculating Payment Amounts

The award for each payment period will be based upon ED's full-time Pell payment schedule and may be subject to proration. The scheduled Pell/IASG award is prorated based on the percentage of the following:

- Credit hours scheduled to be completed in the payment period over 24 credit hours in the academic year; or
- Weeks of instructional time scheduled to be completed in the payment period over the defined instructional weeks in the academic year. (Refer to the Academic Year Definition Policy for further information)

The Pell/IASG award is calculated using the lesser percentage multiplied by the full-time Pell scheduled award.

Year Round Pell/IASG

Students may be eligible to receive up to one and one-half Pell/IASG Grant awards during a single award year, not to exceed 150% of the student's scheduled award for the award year (Referred to as Year Round Pell). Students must meet the following criteria to be considered for a second scheduled award:

- Must be enrolled at least half-time;
- Must have received 100% of the first scheduled award in a single award year in a certificate, associate degree, or baccalaureate degree program;
- Must be enrolled in an eligible program for one or more additional payment periods during the same award year that are not otherwise fully covered by the student's Pell Grant; and
- Must have successfully completed the credit hours of previous payment period

Crossover Payment Periods

When a payment period falls into two federal award years (payment period includes both June 30 and July 1), it is referred to as a "crossover payment period." If a student's academic year/loan period includes a crossover payment period, the entire payment period must be considered to occur within one federal award year. The University determines for each Pell/IASG grant recipient the federal award year to be used to determine the recipient's Pell/IASG grant award.

For payment periods that meet the above definition, the University will award and disburse the largest Pell/IASG grant possible based on all federal award year ISIRs received by the University and eligible for payment at the time the student's initial disbursement. If an additional FAFSA award year ISIR is subsequently received, which provides a higher total federal grant award (Pell/IASG/FSEOG combined) for the student during the crossover payment period, the University will evaluate and re award the Pell/IASG grant as long as the initial disbursement has not been made and both federal award years have not been closed by ED.

Official deadlines are published by ED annually in the Federal Register and are provided to schools on <https://ifap.ed.gov>

Pell Payment Calculations and LEU Limitations

If a student has less than 100% remaining of the maximum 600% Pell LEU, the University will disburse 50% of the Pell award in the first Pell payment period. The remaining percentage of the Pell award is disbursed in the second Pell payment period. Rounding rules do not apply to these disbursements.

Pell Payment Calculations and LEU Limitations for End of Program (EOP)

For any remaining portion of a program that is more than half of an academic year (AY) but less than a full AY, the remaining portion is divided into two payment periods. The first payment period is the period in which the student successfully completes half of the credits AND half of the weeks of instructional time in the remaining portion. A student may receive less than a Scheduled Award in an award year, if the program crosses award years and the student's Pell Grant award in one of the award years is for a portion of the program that is less than a full AY.

- The annual award for a student in a nonterm credit-hour program is taken from the full-time payment schedule even if the student is attending less than full-time.
- Comparable prorations will be performed based on the number of credits in the payment period as they compare to the credits in the defined AY OR the number of weeks of instructional time in the payment period as they compare to the weeks of instructional time in the AY.
- The scheduled Pell award will be multiplied by the lesser of the 2 calculations to determine the Pell payment.
- If a student has more than 500% Pell LEU, the Pell payment will be the lesser amount between the proration calculation and the remaining eligibility award using the Pell LEU calculator.

Disputing the Accuracy of Pell Grant LEU Information

If a student attending the University chooses to dispute the accuracy of the Pell LEU information found in the Common Origination and Disbursement (COD) System, the University will assist the student in resolving this dispute. The University will not escalate the matter should it discover the amount of the Pell Grant LEU percentage being disputed would not, if corrected, make the student eligible for additional Pell Grant funding.

However, if there is a valid dispute, acceptable documentation to resolve the dispute must be collected. This documentation could include, for example, a written statement from the previous institution confirming the student never attended, or at least never received Pell Grant funds from that institution for the award year in question. The University will submit the documentation through the COD Web site. The Department of Education (ED), after its review of the student's assertion and any supporting information submitted, will provide the University with a response and instructions on how to proceed. For further information, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Rounding

The University uses standard rounding rules, applied consistently to all students, and will round Pell and IASG Grant disbursements to the nearest dollar (not to exceed the scheduled Pell/IASG award). See exception under "Pell Payment Calculations and LEU Limitations" section below.

Recalculation

If an expected family contribution (EFC) changes due to corrections, updating, or an adjustment and the EFC change would change the Pell/IASG grant award, the University will recalculate the Pell/IASG award for the entire award year. If, as a result of the recalculation, the student received more Pell/IASG award than the student was eligible for, an overpayment exists. Refer to the Overawards and Overpayments Policy for further information on how to resolve the overpayment.

Retroactive Payments

For all prior payment periods for which a student was an eligible student within the FAFSA award year, the University may pay the total lump sum of retroactive payments in two separate installments one day apart from each other.

Regaining Eligibility

If a student resolves ineligibility criteria while attending the University (e.g. resolves a default or over borrowing), the effective date of regaining eligibility for the Federal Pell Grant and IASG programs begins with the payment period in which the issue is resolved.

Federal Student Aid Fraud Policy

Overview

The Federal Student Aid Fraud Policy addresses the actions the University will take in situations where the University suspects that a student, employee, other individual, or contracted Third-Party Servicer has willfully falsified or misrepresented information for the purpose of obtaining federal student aid that the student would not otherwise be eligible for.

Policy

The University will investigate any student/applicant who is suspected of having engaged in fraud or other criminal misconduct in connection with the application for or receipt of federal student aid programs funds. Following the conclusion of its investigation, if the University has credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the University will refer the information to the Department of Education's Office of Inspector General (OIG).

Federal Student Aid Fraud

Federal student aid fraud is the willful misrepresentation or falsification of information for the purpose of securing federal student aid that the individual is not eligible for or not eligible for to the extent received. Federal student aid fraud can take many forms, including, but not limited to falsification of documents, discrepant information, and/or identity theft. Examples of potential instances of federal student aid fraud include, but are not limited to:

- False claims of high school diploma (or equivalent) completion
- False statements of federal tax return filing status
- False statements of income
- Unresolved conflicting information
- Patterns of misreported information from one federal award year to the next
- Falsified documents (including reporting members that are not part of your household)
- Forged signatures on an application, verification documentation or Direct Loan master promissory notes
- False statements of U.S. citizenship or eligible noncitizen
- False claims of independent student status
- Use of fictitious names, addresses, birth dates, social security numbers
- Identity theft

Federal Student Aid Fraud Investigation

If the University suspects or determines there has been intentional misrepresentation, false statements, or falsification/alteration of documents, which have resulted or could result in the awarding or disbursing of federal student aid funds for which the student is not eligible, the case shall be referred to the University's Student Administrative Services (StAS) Financial Aid Compliance Team for investigation.

When an investigation is initiated, the University will cease processing the student's application for federal student aid, making federal student aid award determinations, and/or disbursing federal student aid funds previously awarded. In addition, the University may cancel the student's previously awarded federal student aid funds and/or return a federal student aid credit balance(s) to ED.

During its investigation, if the StAS Financial Aid Compliance Team determines additional documentation or actions are required, the student will be notified in writing. This notification will provide the documentation or action required from the student and the due date for submission/completion. If the student fails to provide this additional documentation or action by the due date, the University's investigation will be deemed complete.

Upon completion of the University's investigation, the StAS Financial Aid Compliance Team will determine whether or not the student is eligible for continued participation in federal student aid programs, notify the student of its decision, and if necessary report any overpayment of federal student aid funds received to ED or the loan servicer, as applicable.

Federal Student Aid Fraud OIG Referral

If there is any credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the StAS Financial Aid Compliance Team will refer this information to the OIG for further investigation.

Note: The University is only required to refer the suspected case for investigation, not reach a firm conclusion about the conduct.

Inspector General's Hotline: 1-800-MIS-USED

Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1500

HEROES Act Policy

Overview

The HEROES Act Policy ensures service members who are receiving federal financial aid at the University are not adversely affected because of their military status and minimizes the administrative burden placed on such individuals.

Policy

If an affected individual in one of the categories within this policy notifies the University of his/her affected status, the University will ensure he/she is not disadvantaged because of that status. Contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

Category 1 Individuals

Individuals affected by the waivers and modifications under this category include persons

- who are serving on active duty during a war or other military operation, or national emergency;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency;
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency; or
- suffered direct economic hardship as a direct result of a war or other military operation, or national emergency.

The following waivers and modifications affect Category 1 individuals:

Need Analysis

The University substitutes adjusted gross income plus untaxed income and benefits received in the first calendar year of the award year, or another annual income that more accurately reflects the family's current financial circumstances for which such determination is made for any affected individual, spouse and dependents, if applicable, to reflect the financial condition of an affected individual and family. The University has the option of using the applicant's original EFC, the EFC based on the data from the first calendar year of the award year, or the EFC based on another annual income that more accurately reflects the family's current financial circumstances. If the University chooses to use the alternate EFC, it uses the administrative professional judgment procedures established by the Secretary as discussed in the following section.

The HEROES waivers and modifications is separate from those impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (Refer to the Student Financial Aid Eligibility Policy for information on natural disasters)

Professional Judgment

To more accurately reflect financial need; the University uses professional judgment for affected individuals. The University determines the need for an affected individual by determining the most beneficial of the following:

- The individual's need as determined using the adjusted gross income plus untaxed income and benefits received in the first or second calendar year of the award year;
- The individual's need as determined using another annual income that more accurately reflects the family's current financial circumstances; or
- The individual's need as determined making no modifications. (I.e. an individual's income increased because of serving on active duty).

The University clearly documents the reasons for any adjustment and the facts supporting the decision. In almost all cases, the University will have documentation from a third party with knowledge of the student's unusual circumstances. As usual, any professional judgment decisions made that affect a student's eligibility for a subsidized student financial assistance program will be reported to the Central Processing System.

Title IV Grant Overpayments

A student who withdraws from the University because of an affected individual status is not required to return or repay any overpayment of grant funds based on the Return of Title IV (R2T4) calculations.

The University does not deny federal financial aid eligibility to an affected individual who owes an overpayment. In addition, the University does not contact the student, notify NSLDS, or refer the overpayment to Debt Collection Services. However, the affected individual's file will be documented to include the amount of the overpayment.

The University does not apply any federal financial aid credit balance toward an overpayment before using the credit balance to pay authorized charges; pay the credit balance to the student (or parent, in the case of a PLUS loan); or use the credit balance to reduce the student's federal financial aid loan debt (with the student's authorization).

Verification of AGI and U.S. Income Tax Paid

For an affected individual who is required to file a U.S. income tax return and has been granted a filing extension by the IRS, the University accepts the following:

- A copy of IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return" or a copy of the IRS's approval of an extension beyond the automatic six-month extension (if additional extension was requested); AND
- A copy of each W-2 received for the specified year or, for a self-employed individual, a statement signed by the individual certifying the amount of the AGI and U.S. income tax paid for the specified year

If an affected individual has not filed an income tax return by the filing deadline, in lieu of an income tax return, the University will accept the following to verify AGI and U.S. income tax paid:

- A statement from the individual certifying that he/she has not filed an income tax return or a request for a filing extension because he/she was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency; AND
- A copy of each W-2 received for the specified year, or for a self-employed individual, a statement signed by the individual certifying the amount of AGI and U.S. income tax paid for the specified year

The University may request that an individual granted a filing extension submit tax information using the IRS Data Retrieval Tool, or by obtaining a tax return transcript from the IRS that lists tax account information for the specified year after the income tax return is filed. If the University receives the tax information, it will verify the income information of the tax filer(s).

Category 2 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency; or
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency.

The following waivers and modifications affect Category 2 individuals:

Post-withdrawal Disbursement (PWD)

A student who withdraws because of status as an affected individual and who is eligible for a post- withdrawal disbursement has up to 45 days to respond to a PWD offer. However, at the University's discretion, it may honor the PWD if the student (or parent in case of a parent PLUS loan) responds to the offer after 45 days.

Leaves of Absence (LOA)

The University documents the decision for granting an approved LOA to an affected individual if that individual has difficulty providing a written LOA request because of affected status. The documentation includes both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing.

Treatment of Federal Financial Aid Credit Balance When a Student Withdraws

The University pays any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the balance occurred.

Loan Cancellation

The University allows an affected individual to request a cancellation up to 60 days after the date the University notifies the borrower of the right to cancel. The cancellation may be for all or a portion of a loan for which proceeds have been credited to the account at the University. If the University receives a loan cancellation after the 60-day period, the University may, but is not required to, comply with the request.

Satisfactory Academic Progress

If a student fails to meet the University's satisfactory academic progress (SAP) standards (Refer to the SAP Policy for further information) as a direct result of being an affected individual in this category, the student may request a SAP appeal. The University will approve the appeal based on documentation of military orders.

Category 3 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty, or
- are performing qualifying National Guard duty during a war or other military operation or national emergency.

The following waivers and modifications affect Category 3 individuals.

Institutional Charges and Refunds

If a student is called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency, the student is eligible for a deferral of any balance owed the University. Additionally, the student is eligible for a drop credit request (DCR) for a course if the student begins the course within 60 days of return from deployment. The amount of the credit is dependent upon the number of weeks attended prior to the student withdrawing for military reasons. (Refer to the Finance Policy - Military Deployment/Military Leave)

Category 4 Individuals

Individuals affected by the waivers and modifications under this category include dependents of persons who are

- serving on active duty; or
- performing qualifying National Guard duty during a war, other military operation, or national emergency.

The following waivers and modifications affect Category 4 individuals.

Verification Signature Requirements

A dependent student is not required to submit a statement signed by one of the applicant's parents when no responsible parent can provide the required signature because of the parent's status as an affected individual in this category.

Signatures on the Free Application for Federal Student Aid (FAFSA), Student Aid Report (SAR), and Institutional Student Information Record (ISIR)

A dependent student is not required to provide a parent's signature on the FAFSA, SAR, or submitting corrections electronically when there is no relevant parent to provide a signature because of the parent's status as an affected individual in this category. The high school counselor or financial aid administrator may sign on behalf of the parent as long as the applicant provides adequate documentation concerning the parent's inability to provide a signature due to the parent's status as an affected individual.

Federal Student Aid Leave of Absence Policy

Overview

The Federal Student Aid Leave of Absence (LOA) Policy addresses the impact to Title IV recipient students approved for an LOA. For more information regarding the University's Leave of Absence policy, please see the University's Academic Catalog. Students who need to take a formal break from their program can complete an LOA request form by accessing his/her student website at <https://ecampus.phoenix.edu>.

Policy

Federal Student Aid Disbursements

The University may, at its discretion, disburse Federal Pell Grant, IASG, and/or FSEOG funds to a student on an approved LOA; however, under no circumstances will the University disburse Direct loan funds to a student on an approved LOA. Credit balances resulting from federal student aid funds will be issued within 14 days of the date the credit is created.

Tuition and Fees

The University may not increase a student's tuition and fees (e.g. institutional charges) by approving the LOA. Therefore, if an LOA is approved to begin during a course(s), the University will issue the student an LOA Credit (LOAC) if the student fails to successfully complete this course(s). The amount of the LOAC will ensure that the student's tuition and fees for the payment period do not increase as a result of the University's approval of the LOA. The LOAC will be applied to the first course(s) the student attends after the LOA end date as long as the student returns to his/her program of study within 180 days of their official last date of attendance (OLDA) prior to the LOA start date.

Failure to Return

A student is expected to return from an approved LOA, as scheduled; failure to do so may impact the student's Direct loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance prior to the LOA. In addition, if the student reenters, after withdrawing from the University, the previously approved LOA days will count towards the student's LOA maximum of 180 days in a 12-month period.

Program Change During Approved LOA

If a student returns from an approved LOA and begins a new program, the University will perform a return of Title IV (R2T4) calculation to withdraw the student from his/her initial program of study. The student's last date of attendance in these scenarios will be the last academic related activity (ARA) prior to taking the approved LOA. The University's date of determination will be the Program Change Effective Date/Program Begin Date. Once the University has withdrawn the student from the initial program, the student will be enrolled and awarded federal aid in the new program. (Refer to the Awarding Aid to Transfer Students Policy and Re-Entry Policy for further information)

Overawards and Overpayments Policy

Overview

The Overawards and Overpayments Policy addresses how and when the University is required to resolve overawards and overpayments that occur in a student's federal financial aid package.

Policy

An overaward exists if any of the following conditions are met:

- The University awards federal financial aid to a student who is ineligible for the amount received
- A student's award in an individual federal program exceeds the regulatory maximum
- Student's federal financial aid package exceeds his/her need
- Student's award exceeds his/her cost of attendance (COA)
- Student is receiving a Federal Pell Grant or Iraq and Afghanistan Service Grant (IASG) at multiple schools for the same period of enrollment

An overpayment can occur:

- When an overaward cannot be corrected since some or all federal financial aid disbursements have been made
- Immediately at the time a student receives funds for a federal program for which he/she has zero eligibility

Overawards

Adjusting Disbursements

The University first attempts to eliminate an overaward by replacing the EFC with non-need-based loans, provided the student has not been awarded up to the COA. If the overaward is not resolved by replacing the EFC, the University will eliminate the overaward by cancelling or reducing any future Direct Loans or private loans first. The University may also attempt to eliminate an overaward by using actual COA charges for the academic year. If, after making these adjustments, an overaward still exists, the University will reduce aid in the following order:

- Private Loan
- Direct Graduate/Professional PLUS Loan
- Direct Parent PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Institutional Grant or Scholarship Aid
- State Grant Funds

Federal Pell Grants

The Federal Pell Grant is never adjusted to account for other forms of financial assistance. Therefore, if a student's financial aid package exceeds need, the University will first attempt to eliminate the overaward by reducing other financial aid awarded.

Iraq and Afghanistan Service Grants (IASG)

The IASG, like the Federal Pell Grant, is never adjusted to account for other forms of financial assistance. If a student's financial aid package includes an IASG and the package exceeds the student's need or COA, but the IASG by itself does not exceed the student's need, the University must reduce other financial aid to eliminate the overaward. However, if the IASG payment by itself exceeds the student's COA for a period of enrollment, the total amount of the IASG must be reduced to the federal financial aid (Title IV) COA for the period of enrollment.

If a student receiving an IASG becomes Pell eligible during the award year, the University must treat the Pell Grant as Estimated Financial Assistance (EFA) and may need to adjust the student's financial aid package.

Campus-Based Funds

The University only disburses the Federal Supplemental Education Opportunity Grant (FSEOG) to students who's FSEOG, combined with other estimated financial assistance (EFA) does not exceed the student's financial need.

Estimated Financial Aid Assistance Exceeds Need

Campus-based funding allows for a \$300 overaward tolerance if a student has received additional EFA not included in the calculation of the FSEOG. The \$300 threshold is allowed only if an overaward occurs after Campus-Based aid has been awarded and/or disbursed and the University was unaware the student would receive additional financial assistance.

NOTE: Direct loans do not provide for any type of tolerance in need.

Therefore, if a student received additional amounts of EFA not included in the calculation of the FSEOG and Pell Grant and the amount results in the total EFA exceeding financial need by more than \$300, the University may take, at its discretion, the following steps:

- If the student demonstrates increased financial need and the total amount of EFA does not exceed this increased need by more than \$300, no further action will be necessary.
- If the total amount of EFA still exceeds need by more than \$300, cancel any undisbursed loan or grant funds except for Pell Grant funds.
- If the total amount of EFA still exceeds need by more than \$300, treat it as an overpayment that must be eliminated.

Direct Loans

Direct Subsidized Loans, in combination with other need-based aid, cannot exceed a student's need or COA. Direct Unsubsidized Loans or Direct PLUS Loans, in combination with other EFA, cannot exceed a student's COA.

If the University discovers, before disbursing Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan funds, that a student will receive (or has received) EFA for the period the loan was intended and the combined amount of EFA and loans will exceed the amount of financial aid the student is eligible for, the University will reduce or eliminate the overaward by either:

- Using the student's Direct Unsubsidized Loan, Direct PLUS Loan, state-sponsored or another non-federal loan to cover the EFC, if not already done; or
- Reducing or returning one or more disbursements to eliminate the overaward.

State Grants and Pell Grant funds only

In the event there is an overaward, if a student is awarded state grant funds and Pell Grant funds only, state grant funds will be reduced to eliminate this overaward.

Overpayments

If an overpayment exists, it must be repaid to the Department of Education (ED). The responsibility will determine who must return the funds.

University Responsibility

If the overpayment occurs due to an error made by the University, the University is responsible for the overpayment and must repay the entire amount of the overpayment. The following are examples of overpayments for which the University is responsible:

- Unresolved overawards;
- Failure to complete verification;
- Miscalculated COA;

- Payment in excess of loan limits;
- Application errors or misreporting;
- Required recalculations not performed; or
- R2T4 calculations

In the scenarios listed above, the University may attempt to collect the amount from the student. However, the student is never reported to the National Student Loan Data System (NSLDS) or referred to ED for collection. This debt does not result in the loss of federal financial aid eligibility for the student.

Student Responsibility

If the overpayment occurs due to an error made by the student, the student is responsible for the overpayment and must repay amounts of \$25 or more. The University will notify the student of the repayment and inform the student that failure to repay or make satisfactory arrangements to repay the overpayment will result in loss of federal financial aid eligibility.

If the overpayment is the result of a Return of Title IV calculation, the student must repay amounts of \$50 or more. (Refer to the Return of Title IV Policy for further information)

Inadvertent Overborrowing

Inadvertent overborrowing occurs when a student inadvertently receives Direct Loan funds in excess of annual or aggregate loan limits. A student who has inadvertently overborrowed is ineligible for any further federal financial aid funds until:

- The student has repaid the full excess Direct Loan amount;
- The student makes satisfactory arrangements (loan reaffirmation) with the holder of the loan to repay the excess Direct Loan amount; or
- The student consolidates the Direct Loan(s) which exceeded the annual or aggregate loan limits.

Overpayment Resulting from Return to Title IV

If a student withdraws from the University and as a result of a Return to Title IV (R2T4) Calculation the student has a Federal Pell Grant overpayment, the University immediately sends a written notice to the student requesting repayment of the overpayment amount. The notice, sent within 30 days of the date of determination to any student who owes a grant overpayment as a result of the student's withdrawal from the University, includes a statement that failure to make the repayment, or make satisfactory repayment arrangements with the holder of the overpayment will make the student ineligible for further federal financial aid until the overpayment is resolved. Students are not liable for, and the University is not required to attempt recovery of or refer to the Secretary, a Pell Grant overpayment that is less than \$50 and is not a remaining balance.

If the student fails to repay the Pell Grant overpayment or make satisfactory repayment arrangements, after the University has contacted the student, the University must refer the overpayment to the U.S. Secretary of Education for collection purposes.

Other Resources

Federal financial aid, including other resources (Refer to the Packaging Philosophy Policy for examples of other resources), may not exceed a student's COA and/or federal financial need. At times, the University may receive EFA, in the form of other resources, it was unaware of for a student. If the EFA was received after the end of the period of enrollment for a student who is still enrolled or who is intending to re-enroll, the University will include the EFA for the period in which it was received.

Packaging Philosophy Policy

Overview

The Packaging Philosophy Policy addresses the University's packaging of financial assistance and its process to ensure students' awards do not exceed their total cost of attendance (COA) for an academic year.

Policy

Prior to determining a student's eligibility for federal financial aid, the University confirms a valid output document - Institution Student Information Record (ISIR) - is on file.

The University treats all applicants in the same manner when awarding funds, packaging up to the student's cost of attendance (COA) by replacing the expected family contribution (EFC) with non-need based aid, unless otherwise specified by the student (or parent in case of a PLUS loan).

Loan amounts that exceed the EFC must be counted as estimated financial assistance.

Determining Need

The University subtracts the EFC and all estimated financial assistance (EFA), which includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other resources from the COA to determine need for Subsidized Loan eligibility.

Example:

\$12,500	COA
- 2,500	EFC
- 1,600	Pell Grant
- 500	FSEOG
- 1,400	Scholarship (Other Resources)
\$6,500	Need

Federal Pell Grant/Iraq and Afghanistan Service Grant

The Federal Pell Grant (including those funds awarded under Children of Fallen Heroes or Children of Soldiers) or, alternatively, Iraq and Afghanistan Servicemembers Grant (IASG) is considered to be the first source of financial assistance to the student.

The Iraq and Afghanistan Service Grant is NOT considered EFA. It is never included in determining if a student's EFA exceeds need or COA.

Other Resources (Other Non-Federal Financial Aid Resources)

Other resources are included as estimated financial assistance (EFA) and count against federal financial need and COA.

Other resources include, but are not limited to, the following:

- Grants and scholarships from private organizations
- University grants and scholarships
- Employer Tuition Assistance or Reimbursement, regardless of whether it is paid directly to the University
- Military tuition benefits , including benefits paid under Chapter 101 of Title 10
- AmeriCorps
- University tuition or rEsource Fee discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student's education
- Private loans
- Private and State grants
- Tribal aid
- Funds paid directly to the University for a component of the student's cost of attendance

Note: If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as EFA for packaging purposes. Students should contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

EXCEPTION: The following benefits are excluded as estimated financial assistance: Chapter 103 of Title 10, Chapter 106A of Title 10, Chapter 1606 of Title 10, Chapter 1607 of Title 10, Chapter 30 of Title 38, Chapter 31 of Title 38, Chapter 32 of Title 38, Chapter 33 of Title 38, Chapter 35 of Title 38, Section 903 of the Department of Defense Authorization Act, 1981, Section 156(b) of the "Joint Resolution making further continuing appropriations and providing for productive employment for the fiscal year 1983, and for other purposes", Provisions of Chapter 3 of Title 37

The University does not count AmeriCorps benefits as EFA when determining eligibility for a Subsidized Direct Loan; however, the University does include AmeriCorps benefits when determining eligibility for a Direct Unsubsidized Loan

Private loans are NOT considered EFA UNLESS the loan substitutes for the EFC and exceeds it, in which case the loan funds which exceed the EFC are considered EFA

Determining Remaining Non-Need Based Aid

The University subtracts all estimated financial assistance (EFA), which includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other resources, as well as any Subsidized Loan eligibility from the COA to determine the remaining need for non-need based federal financial aid (Unsubsidized, Parent PLUS, and/or Federal Direct Graduate/Professional PLUS Loans). NOTE: The EFC is NOT included when determining the remaining non-need based aid:

\$12,500	COA
- 1,600	Pell Grant
- 500	FSEOG
- 1,400	Scholarship (Other Resources)
- 3,500	Direct Subsidized Loan
\$ 6,500	Remaining Need for Non-Need Based Aid

Students eligible for a Graduate/Professional PLUS loan who do not request the maximum Direct Unsubsidized Loan amounts they are eligible for, are notified of their maximum Unsubsidized Loan eligibility, the loan interest rate for Direct Unsubsidized Loans and PLUS Loans, providing the opportunity to request the maximum Direct Unsubsidized Loan they are eligible for.

Conflicting Information and Other Resources

At times, the University may become aware of EFA received by the student for which it was previously unaware. This EFA is considered a type of conflicting information by the U.S. Department of Education (ED). The University is responsible for resolving ALL conflicting information in a student's file and must ensure any EFA received is accounted for in the student's financial aid award. Refer to the Overaward and Overpayments Policy for what actions the University may be required to take to address this conflicting information.

Student Re-entering the University Policy

Overview

The Students Re-entering the University Policy addresses how the University will treat Title IV students when they withdraw from the University and re-enter the same program within 180 days or withdraw from the University and re-enter after 180 days, or re-enter into a different program of study. This federal financial aid Re-entry policy is separate from the institution's Academic Program Re-entry policy.

Policy

Introduction

When a student withdraws from the University and subsequently returns, the timing of the student's return and the program into which the student returns will determine the student's financial aid award.

There are three categories:

- Student re-enters the same program within 180 days from his/her withdrawal;
- Student re-enters the same program more than 180 days after his/her withdrawal; or
- Student re-enters into a different program, regardless of when the student returns.

In assessing whether a student returned within 180 days, the 180 days is determined by counting the days between the student's official last date of attendance (OLDA) in a course required of the program and the start date of the first course the student attends after returning to the program. OLDAs that occur during a course extension period or a University institutionally scheduled break are excluded; in these instances, a prior OLDA that meets the requirements is used for the count of days (see the Return of Title IV Policy for further information).

Re-entry within 180 days to the same program

When a student withdraws from the University and re-enters within 180 days to the same program at the University, the student remains in the same payment period the student was in when originally withdrawn. Upon the student's re-entry, the University will evaluate and update, as needed, the student's academic year, loan period, payment periods, and disbursement dates according to academic year definitions (Refer to the Academic Year Definition Policy and Disbursements Policy for further information). Regardless of these updates, however, the student's cost of attendance will reflect the original educational costs associated with the payment period from which the student withdrew.

Typically, the student is not eligible for any additional federal financial aid unless the student's previously awarded and/or disbursed federal financial aid funds have been cancelled or returned when the student withdrew.

Presuming the student's eligibility for federal financial aid funds has not changed, in these instances the student is immediately eligible to receive the cancelled or returned federal financial aid funds. The University will take the following actions, if applicable, for a student who re-enters the same program within 180 days:

- Reinstate any federal financial aid funds for the payment period or academic year that had been awarded and then cancelled
- Disburse federal financial aid for the payment period the student was otherwise eligible for that had not yet been disbursed at the time the student withdrew
- Re-disburse federal financial aid that was disbursed and returned under the Return of Title IV (R2T4) provisions

- Cancel any overpayments assessed to the student as a result of the prior withdrawal
- If a student withdrew, had a previous overpayment referred to Debt Resolution Services, and re-enters within 180 days, the University will send Debt Resolution Services a fax identifying the student overpayment. The fax will state the overpayment should be made void as the student has returned to the University.

When determining the award year from which federal financial aid funds will be re-disbursed or awarded/disbursed, the University must determine whether or not the original federal award year used to award federal financial aid for the applicable payment period remains open with the U.S. Department of Education. Once this determination is made, the University will proceed as follows:

- Federal Pell Grant:
 - Original Federal Award Year Open
 - The University will reinstate and disburse Federal Pell Grant funds under this Federal Award Year through the Common Origination and Disbursement (COD) website.
 - Original Federal Award Year Closed
 - The University will request the Federal Award Year be opened through the COD website, and
 - Once open, the University will reinstate and re-disburse Federal Pell Grant funds under this Federal Award Year through the COD website.
- Campus Based:
 - Funds Available from Original Federal Award Year
 - If the student was awarded campus-based funds and the funds are still available from the original federal award year, the University will reinstate and disburse campus based program funds from the original federal award year.
 - Funds Not Available from Original Federal Award Year
 - If the student was awarded campus based program funds and the funds are no longer available from the original federal award year, the University may, at its discretion, award campus based program funds from the current federal award year if funds are available. However, this does not increase the annual maximum campus-based funds award a student may receive.
- Federal Direct Loans:
 - Original Federal Award Year Open
 - If the student was awarded Federal Direct Loan (DL) funds and the federal award year used to award these DL funds is still open, the University will re-instate and disburse the DL funds under this Federal Award Year through the COD website.
 - The cost of attendance (COA) and expected family contribution (EFC) will reflect the educational costs associated with this Federal Award Year used to award the DL funds..
 - Original Federal Award Year Closed
 - If the student was awarded Federal Direct Loan (DL) funds and the Federal Award Year used to award these DL funds is closed, the University will request the Federal Award Year be opened through the COD website, and
 - Once open, the University will reinstate and re-disburse the DL funds under this Federal Award Year through the COD website.
 - The COA and EFC will reflect the educational costs associated with the original Federal Award Year used to award the DL funds initially.

If a student returns to the University within 180 days and before the required federal financial aid funds are returned due to an R2T4 calculation, the University will not return the federal financial aid funds.

Re-entry after 180 days in the same program

When a student withdraws from the University and re-enters in the same program after 180 days have elapsed, the University must award the student based on new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction for the program constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period. (Refer to the Academic Year Definition Policy and Disbursements Policy for further information.)

If the start of the program's new AY overlaps with its previous AY, meaning the start of the program's new AY begins before the calendar end date of its prior AY, all prior federal financial aid funds disbursed will be taken into consideration when packaging the student for the new AY.

Re-entry into a Different Program of Study (within or after 180 days)

When a student withdraws from the University and re-enters into a different program of study at any time, the University will award the student based on new payment periods in the new program. (Refer to the Academic Year Definition Policy and Disbursements Policy for further information.)

If the start of the new program's AY overlaps with the previous program's AY, meaning the start of the new program's AY begins before the calendar end date of the prior program's AY, all prior federal financial aid funds disbursed for the prior program's AY will be taken into consideration when packaging the student for the new program's AY.

Return of Title IV Policy

Overview

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. A R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the payment period AND all funds awarded for that period have been disbursed.

Withdrawal Date

The University's Withdrawal Policy states for official, unofficial, and administrative withdrawals the University will use the student's last academically related activity (ARA) to establish the student's withdrawal date.

Exceptions

However, if this date occurs during an institutionally scheduled break or during a course extension period, it will not be used to establish a student's withdrawal date at the University for the R2T4 calculation purposes. In these instances, the student's withdrawal date and date of determination for the R2T4 calculation purposes will be established as follows:

Withdrawal Date

If a student posts an ARA during an institutionally scheduled break or during a course extension period, the University will look for the most recent ARA that occurred prior to the start of the institutionally scheduled break or course extension period. This ARA will be used as the last date of attendance or withdrawal date for Title IV purposes.

Date of Determination

The Date of Determination (DOD) for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.

For example:

The University has a scheduled holiday break from December 20 thru January 4. The student posts an ARA on December 19th and December 27th. The student withdraws. The student's last ARA was on December 27th, which was during the scheduled break. The student requires an R2T4 calculation; the student's withdrawal date for the R2T4 calculation would be December 19th (the most recent ARA prior to the scheduled break). In addition, the DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of the payment period completed applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period. The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student's academic year. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
- The University originated the award to the student for the TEACH Grant program

The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following: (Additional information is available in the Disbursements Policy)

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Second disbursements of DL for the period that the University is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
- Disbursements of DL or Perkins loan funds for which the borrower has not signed a promissory note.
- Disbursements of Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds to a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Secretary in the Federal Register.
- Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.
- Disbursements of DL funds to a first-year, first-time borrower who withdraws before the 30th day of the student's program of study

Inadvertent Overpayments

An inadvertent overpayment occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance but prior to the University's determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days of the University's date of determination that the student withdrew (Refer to the Disbursements Policy for further information).

Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal. (Refer to the Verification Policy for additional information.)

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday and administrative breaks of five or more consecutive days.

Percentage of Federal Financial Aid Earned

The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of attendance in the payment period. This percentage is determined using the University's rate of progression calculation. If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

To recognize that students completing more than 60% of the payment period earn 100% of their federal financial aid, amounts of .6001 through .6004 are not rounded for purposes of determining whether a student earned 100% of the federal financial aid for the payment period.

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days scheduled to complete in the payment period}}$$

Total Calendar Days Completed in the Payment Period

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the payment period start date to the student's last date of attendance.

Required Adjustments to Calendar Days Completed in the Payment Period

Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the student's last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
 - Holidays
 - Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Total Calendar Days scheduled to complete in the Payment Period

The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period.

Required Adjustments to Total Calendar Days Scheduled to Complete in the Payment Period

Additional calendar days will be added to the payment period for unsuccessful course(s) completions with grades of I, IX, IP, QC, F, or W that occurred in a course prior to the course the student's last date of attendance occurs within.

If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:

- Associates Program (9-week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5-week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associates Program (5-week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master's/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master's/Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.
- Competency Based Education (CBE) Program - 112 days if one to four courses are needed

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in but did not complete at the time of withdrawal.

Calendar days are removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date to the payment period end date:

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative closures
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Rate of Progression Examples

The following illustration demonstrates how an institution calculates the "total days completed" and the "total days scheduled to be completed" in a payment period when there are calendar days that must be excluded from the rate of progression calculation.

$$\frac{\text{\# of days completed in the payment period}}{\text{Total \# of calendar days scheduled to be complete in the payment period}} = \frac{76}{140} = 0.5428 = 54.3\%$$

Days Completed

To determine the total calendar days completed by the student (numerator), calculate the number of calendar days from the first day of the payment period to the student's last date of attendance, then subtract all applicable exclusion periods.

Days Scheduled to be Completed

To determine the total calendar days scheduled to be completed in the payment period (denominator), calculate the number of calendar days from the first day of the payment period to the last day of the payment period, then subtract all applicable exclusion periods. In this example, the student completed 54.3% of the payment period.

Title IV Credit Balance and the return calculation

A Title IV credit balance created during the period is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released.

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

Within 14 days of the date that the University performs the R2T4 calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:

- Pay authorized charges at the University.
- To the student (or parent for a PLUS loan).

The University applies its own refund policy before allocating a federal financial aid credit balance. However, the University does not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs. (Refer to the Federal Financial Aid Credit Balance Policy for further information)

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source.

When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

University (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the entire payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's account. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus or, as applicable. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

Tuition waivers for military students and Campus Footprint initiative are not counted as Estimated Financial Aid (EFA) and will be subtracted from institutional charges in the R2T4 calculation.

If after the student withdraws, the University changes the amount of institutional charges it assessed or decides to eliminate all institutional charges, those changes do not impact the institutional charges or aid earned in the calculation.

The University returns federal financial aid funds to programs in the following order, up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Direct PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned.

The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. (Additional information is available in the Overawards and Overpayments Policy)

The University may round final repayment amounts, for which the University and student are responsible, to the nearest dollar.

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn. If a student is eligible for a post-withdrawal disbursement, refer to the Disbursements Policy for information on specific timelines.

Deceased Student

If the University receives reliable information indicating an individual borrower or student for whom a parent received a PLUS loan dies, the University suspends further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a discharge based upon other reliable documentation supporting the discharge request.

Determination of Withdrawal of a Deceased Student

The withdrawal date for a deceased student is the last date of academic attendance or attendance at an academically related activity determined from University attendance records. The date of determination is the date the University becomes aware of the student's death.

Return of Title IV Funds for a Deceased Student

The amount of federal financial aid funds earned by the student is calculated according to the Return of Title IV Funds (R2T4) calculation. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the student in the case of a PLUS loan, the difference between these amounts is returned to the appropriate federal financial aid programs. The University does not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student's estate is not required to return any federal financial aid funds.

The following represents procedures the University follows if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the completion of the R2T4 and the University's refund calculations:

- Pay authorized charges owed to the University.
- Return any federal financial aid grant overpayments owed by the student for previous withdrawals from the University.
- Return any remaining credit balance to the federal financial aid programs.

If the University previously referred a grant overpayment to Debt Resolution Services, documentation will be forwarded by the University indicating the student is deceased. Based on this information and documentation, Debt Resolution Services will remove the overpayment from the student's records.

Although the student may be eligible to receive a post-withdrawal or late disbursement, the University is prohibited by federal financial aid Title IV regulations from further disbursements and will, therefore, not request additional funds from federal financial aid programs nor send out a post withdrawal letter.

Federal Financial Aid Satisfactory Academic Progress (SAP) Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (FA SAP) policy determines whether an otherwise eligible student is meeting FA SAP in an educational program and may receive financial aid under the Title IV, HEA programs. This FA SAP policy does not supersede the institution's academic SAP policy.

Policy

The University will calculate a student's FA SAP based on the student's primary program. Students must maintain FA SAP throughout the duration of their primary program to remain eligible for federal financial aid. FA SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's primary program. For any questions regarding FA SAP, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Qualitative Measure

Grade Point Average

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a cumulative program GPA of 3.0 at the end of each completed payment period.

The University uses the cumulative GPA provided by the academic system of record at the time FA SAP is evaluated (e.g. at the completion of the payment period).

If a student applies for and is granted an academic reprieve for a course(s), the program GPA being used to evaluate FA SAP will be different than the program GPA recorded for academic purposes by the University's Registrar. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.

Cumulative Grade Point Average Exclusions

The following are excluded from the cumulative GPA computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
 - In Progress Extension (IX)
 - AUDIT (AU)
 - Incomplete (I)
 - In Progress (IP)
 - No grade awarded (QC)
 - Passing (P)
 - Withdrawal (W)
 - Withdrawal/Failing (WF)
 - Waived with Credit (WC)
 - No Credit (NC)
- Orientations with the following completion statuses:
 - Orientation Complete (OC)
 - Orientation Not Complete (ON)
 - Orientation Extension (OX)

Quantitative Measure

The University publishes the total credit hours required to complete each academic program. The University establishes a pace of completion requirement to ensure a student will complete the program within the maximum timeframe permitted. The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted by the student. Transfer credits, taken at other institutions and applied towards the student's primary program at the University, are included in both attempted and completed hours when measuring the student's pace of completion and maximum timeframe.

Pace of Completion

The quantitative measure for the pace of completion is calculated using the following formula:

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the cumulative credit hours attempted toward completion of the primary program. Credit hours taken at other institutions and accepted toward a student's primary program at the University are included in both attempted and completed credit hours when measuring pace of completion.

Included in Pace of Completion

Courses completed with the following grades are included as attempted in the pace of completion calculation:

- A, B, C, D, and F (+/-)
- Incompletes (I, IX and IP)
- Withdrawal (W)
- Withdrawal/Failing (WF)
- No grade awarded (QC)
- Courses that are waived with credit (WC)
- Pass (P)

The University rounds the calculation to the nearest hundredth of a percentage to determine if SAP has been met or not (example: 66.666 = 66.67%)

If a student applies for and is granted an academic reprieve for a course(s), the course will continue to be included in the pace of completion calculation. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.

Evaluation

The University evaluates FA SAP for the student's primary program, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned an FA SAP status.

Financial Aid Warning

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

Financial Aid Disqualification

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status. If a student on FW status does not meet FA SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status.

Students who are placed on an FD status are ineligible for federal financial aid. The University will not disburse federal financial aid funds to students on FD status.

Financial Aid Probation

If a student is placed on FD, the student may apply for an FA SAP appeal. Students on FD status who are granted an FA SAP appeal will be placed on financial aid probation (FP) status. Students who are placed on an FP status are eligible for federal financial aid for one probationary payment period. The University will disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. At the completion of this probationary payment period, the student must meet the University's FA SAP standards to maintain federal financial aid eligibility.

Student Notification

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

Financial Aid SAP Appeals

Students placed on FD status may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an FA SAP Appeal Form to Student Financial Services - Operations. The FA SAP Appeal form is located on the student website. If there are significant extenuating circumstances, the student's eligibility for federal financial aid may be reinstated for one payment period on FP status.

The University reviews all FA SAP appeals on a case-by-case basis. Approval and/or reinstatement of federal financial aid eligibility is not guaranteed. Approval is only granted when there are significant extenuating circumstances.

The University allows a student to have a maximum of two approved FA SAP appeals during their lifetime at the University. These appeals cannot be consecutive. Examples of significant extenuating circumstances may include, but are not limited to the following:

- Death of a relative
- An injury or illness of the student
- Other unusual or special circumstances

Students must explain on the FA SAP Appeal Form why the nature and timing of their significant extenuating circumstance(s) directly prohibited them from meeting and maintaining FA SAP, and what has changed in their circumstances that would allow them to demonstrate FA SAP at the next evaluation. If students have more than 12 credits remaining in their primary program, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully.

All FA SAP appeal decisions made by the University are final.

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making FA SAP regains eligibility only when the student meets the University's FA SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting FA SAP requirements, the student must pay for credit hours taken during the ineligible payment period using non-federal financial aid funds. If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

If the student meets all FA SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

Program Changes

Students who change primary programs at the University are re-evaluated to determine which academic credits apply to the new primary program. The student's FA SAP status at the beginning of the new program will be RG and will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student's FA SAP status will reflect the last status of the original program. Refer to the Awarding Aid to Transfer Students Policy available in the Consumer Information Guide for further information.

The University will calculate FA SAP based on all successfully completed courses applicable to the new primary program. This includes those courses taken in a previous primary program that the student successfully completed and that apply to the new primary program.

Re Entering the University

If a student withdraws from the University and subsequently re-enters into the same primary program, whether within 180 days or after 180 days, the FA SAP status at the time of re-entry and for the first payment period upon re-entry will be the FA SAP status the student had prior to his/her withdrawal.

If the student re-enters, at any point, into a different primary program not previously attended, the FA SAP status will reset to Regular Student (RG) status. Refer to Student Re-entering the University Policy available in the Consumer Information Guide for further information.

Repeat Courses

Grades for prior attempts, whether successfully completed or not, are excluded when calculating the primary program GPA. However, credits from all attempts are included calculating pace of completion and maximum timeframe.

Note: Repeat courses taken in a primary program are counted in

the FA SAP status for that primary program.

Awarding Aid to Transfer Students Policy

Overview

The Awarding Aid to Transfer Students policy documents the University's treatment and determination of federal financial aid eligibility for students who transfer to the University from another school or advance programs (a.k.a. finish one program and begin another program) or change programs at the University.

Policy

Definitions

Transfer Student

A Student who enrolls in a program at the University who has overlapping academic years (AY's) with a prior program, either at the University or at another institution are referred to as a transfer student. An overlapping AY exists if the student begins a program at the University prior to the expiration of the student's prior AY. There are 3 types of transfers: external, internal, and advancing programs.

External Transfer Student

Student previously attended a program at an institution other than the University of Phoenix.

Internal Transfer Student

Student previously attended a program at the University of Phoenix but did not complete this program.

This excludes program version changes; students who change program versions are considered in the same program.

Advancing Program Student

Student previously attended a program at the University of Phoenix, completed this program, and began another program at the University.

Awarding Federal Aid

For all types of transfers, the University will award all federal financial aid (Federal Pell Grant, IASG, FSEOG, and Direct Loans) based on a full academic year in the (new) program at the University. (Refer to the Academic Year Definition Policy for further information on defined academic years).

Overlapping Academic Years

An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This most commonly occurs when a student starts with the University after recently attending a different institution, when a student completes a prior program at the University and begins another program, or when a student changes programs at the University. Students in these scenarios should contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 1-888-346-8679 to determine if they have overlapping academic years and if their financial aid eligibility will be impacted.

Federal Pell Grant Award

A student cannot receive more than 100 percent (or 150 percent, if the student is enrolled and eligible for a Year-Round Pell award) of his or her scheduled Pell Grant award for a federal award year. (Refer to the Federal Pell Grant-IASG Policy for additional information). When a student has already received a Federal Pell Grant during the same federal award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has already received in order to calculate the student's remaining eligibility (if any) for a Federal Pell Grant award. The University also ensures the student does not exceed the Pell Life-

time Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount may not be divided equally across the payment periods (PP) in the new program. Instead, the Federal Pell Grant funds must be disbursed in an amount up to the student's remaining eligibility for each PP, except that no PP disbursement can exceed 50% of the scheduled Pell Grant annual award.

Pell Example: A student received a portion of a Federal Pell Grant for a program at ABC University, withdrew and then enrolled in a program at the University. The AY for the program at ABC University overlaps with the AY for the program at the University during the same federal award year.

Calculation to Determine Pell Grant Award Amount

100% Scheduled Pell Grant Award at the University	\$6,345
Percentage of Pell Scheduled Award already used at ABC University from ED (Calculated and provided by ED)	25%
Percentage of Remaining 100% Pell Scheduled Award (100% minus % Pell Scheduled Award used at ABC University)	$100\% - 25\% = 75\%$
Student's maximum 100% Federal Pell Grant Award at the University (100% Pell Scheduled Award multiplied by Percentage of Remaining Eligibility)	$\$6,345 \times 75\% = \$4,759$

The student's remaining Federal Pell Grant eligibility is \$4,749. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled Pell Grant award in the first PP. If the second PP of the AY in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

The University rounds to the nearest whole dollar when calculating Federal Pell Grant disbursement amounts.

University's Program's Academic Year 1 Federal Pell Grant Award	
First PP	Second PP

University's Program's Academic Year 1
Federal Pell Grant Award

\$ 3172	\$1,586
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Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the loan(s) at the University may not exceed the remaining balance of the student's annual loan limits after the disbursements in the previous program are considered. The University also ensures the loan(s) awarded do not permit the student to exceed their lifetime aggregate undergraduate/graduate borrowing limits.

Direct Loan Example: A student received Subsidized and Unsubsidized Direct Loan disbursements at ABC University, withdrew and then enrolled in a program at the University. The AY for the program at ABC University overlaps with the AY for the program at the University.

The student is enrolled in a program at the University as a first year, independent undergraduate student with maximum annual Subsidized Direct Loan eligibility of \$3,500 and Unsubsidized Direct Loan eligibility of \$6,000.

Direct Loan Disbursements made by ABC University	
Subsidized Loan disbursed	\$1,750
Unsubsidized Loan disbursed	\$2,000

The University must now determine the student's remaining Subsidized and Unsubsidized Direct Loan eligibility for the 1st AY in the program at the University.

Calculations to Determining Direct Loan Award Amounts	
Remaining Subsidized Loan Eligibility (Annual Subsidized Direct Loan Limit - Subsidized Direct Loan funds disbursed)	$\$3,500 - \$1,750 = \$1,750$
Remaining Unsubsidized Loan Eligibility (Annual Unsubsidized Loan limit - Unsubsidized Loan funds disbursed)	$\$6,000 - \$2,000 = \$4,000$

These remaining loan fund amounts will be disbursed based on the PPs in the AY/LP at the University. (Refer to the Disbursements Policy for additional information)

Federal Supplemental Opportunity Grant Awards

The Federal Supplemental Opportunity Grant (FSEOG) will follow the same awarding process as the Federal Pell Grant program and Direct Loan Program, starting a new academic year and payment periods based on the program the student is transferring/advancing into at the University.

Verification and Conflicting Information Policy

Overview

Institutions are required to verify information provided by students selected for verification. In addition, institutions are required to identify and address any conflicting information in its records for the student. The Verification and Conflicting Information Policy addresses the Department of Education (ED) different verification groups, types of documents acceptable to complete verification and actions the University will take to address identified conflicting information.

Policy

The University is required to verify students whose FAFSA information is selected for verification by the Central Processing System (CPS). The institutional student information record (ISIR) or student aid report (SAR) document received from the CPS will indicate whether the student's application is selected for verification. Students selected for verification must submit all required documentation requested by the University by the applicable deadline to be reviewed for federal financial aid eligibility. The University will not disburse any federal financial aid funds until verification is completed. Students not selected by the CPS or who are exempt from verification but choose to provide taxes or other supplemental documents are not considered selected for verification. However, the University must review all documents provided and resolve any conflicting information prior to awarding and/or disbursing federal financial aid. All documents provided are retained as part of the student financial aid file.

On July 13, 2021, the U.S. Department of Education published GEN 21-05 (<https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/2021-07-13/changes-2021-2022-verification-requirements>) waiving verification of most Free Application for Federal Student Aid/Institutional Student Information Record (FAFSA/ISIR) information, except for Identity/Statement of Educational Purpose and High School Completion Status under Verification Tracking Groups V4 and V5. This waiver applies for the remainder of the 2021-2022 FAFSA processing and verification cycle. The University implemented the flexibilities outlined in GEN 21-05 as of 09/01/2021. Regardless of this waiver, the University will identify and resolve conflicting information concerning a student's eligibility, including from documentation obtained during the verification process prior to or after these flexibilities were implemented.

Standard Verification Group (V1)

The University is required to verify the following information for students selected for standard verification:

- Tax Filers
 - Adjusted Gross Income
 - U.S. Income Tax Paid
 - Untaxed Portions of IRA Distributions and Pensions
 - IRA Deductions and Payments
 - Tax Exempt Interest Income
 - Education Credits
 - Number of Household Members
 - Number in College
- Non-Tax Filers
 - Income Earned from Work
 - Number of Household Members
 - Number in College

Custom Verification Group (V4)

The University verifies the following information for students selected for custom verification:

- High School Completion Status
- Identity/Statement of Educational Purpose

Aggregate Verification Group (V5)

The University verifies the following information for students selected for aggregate verification:

- High School Completion Status
- Identity/Statement of Educational Purpose
- Tax Filers:
 - Adjusted Gross Income
 - U.S. Income Tax Paid
 - Untaxed Portions of IRA Distributions and Pensions
 - IRA Deductions and Payments
 - Tax Exempt Interest Income
 - Education Credits
 - Number of Household Members
 - Number in College
- Non-Tax Filers:
 - Income Earned from Work
 - Number of Household Members
 - Number in College

Acceptable Documentation V1 and V5

The following documentation is acceptable for completing verification of tax filers:

- Specified tax year's tax account information of the tax filer that the Secretary has identified as having been obtained from the Internal Revenue Service (IRS) through the IRS Data Retrieval Tool and that has not been changed after the information was obtained from the IRS;
- A transcript obtained at no cost from the IRS or other relevant tax authority of a U.S. territory (Guam, American Samoa, the U.S. Virgin Islands) or commonwealth (Puerto Rico and the Northern Mariana Islands), or a foreign government that lists 2019 tax account information of the tax filer; or
- A signed copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority of a U.S. territory, or a foreign government that lists the specified tax year's tax account information of the tax filer.

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where a student, spouse, and/or parent may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Victims of Identity Theft

For an individual who was a victim of IRS tax-related identity theft, the University may accept the following documentation:

- A Tax Return DataBase View (TRDBV) transcript obtained from the IRS; and
- A statement signed and dated by the tax filer indicating that he or she was a victim of IRS tax-related identity theft and that the IRS has been made aware of the tax-related identity theft.

If a filer is unable to obtain a TRDBV transcript, he/she may submit other official IRS documentation as long as it contains all the information needed to complete verification. However, the filer must first attempt to get a TRDBV before he/she can use a copy of other official IRS documentation.

Filers of Joint Returns Who Are No Longer Married

If the filer of a joint return has become widowed, divorced, or separated since filing the return, for verification purposes, it may be

necessary to determine the individuals' income and taxes paid using the joint tax transcript and the relevant IRS W-2 forms.

The following documents are required from the student/spouse/parent in order to perform a separation of income (SOI):

- A signed and dated SOI Authorization Form,
- A transcript obtained from the IRS or other relevant tax authority that lists the specified tax year's tax account information of the tax filer(s); or
- A copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority that lists the specified tax year's tax account information of the tax filer(s); and
- A copy of IRS Form W 2 for each source of employment income received for the specified tax year or an equivalent document
- In some scenarios, all schedules, forms, and/or worksheets for the tax filing

The University will confirm or update the AGI and income based on the documentation submitted and use the proportional distribution method to determine taxes paid.

Amended Tax Return

When the University becomes aware that a tax filer has filed, or will file, an amended tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS for the specified tax year, in addition to one of the following:

- An IRS Tax Return Transcript (that will only include information from the original tax return and does not have to be signed), any other IRS tax transcript(s) that includes all of the income and tax information required to be verified, or a copy of the tax return; OR
- IRS DRT information on an ISIR record with all tax information from the original tax return

In rare cases, when an applicant and/or spouse, or parent(s) did not file an IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that includes the change(s) made by the IRS, in addition to one of the items mentioned above.

Other Tax Returns

If the tax filer filed a tax return with Commonwealth of Puerto Rico, the U.S. Virgin Islands, the Commonwealth of the Northern Mariana Islands, or Guam, the University will obtain a signed copy of the income tax return filed with the relevant tax authority.

If the tax filer filed a tax return with the tax authority for American Samoa, the person must provide a copy of his/her tax account information.

If the tax filer filed a tax return with tax authorities not mentioned above, (i.e. foreign tax authority) and the person indicates that he/she is unable to obtain the tax account information free of charge, the person must provide documentation that the tax authority charges a fee to obtain that information, along with a signed copy of his/her income tax return that was filed with the relevant tax authority.

The income and tax information are converted to U.S. dollars and the University uses the information on the forms that most closely correspond to the income information reported on an IRS tax return. If an individual from a foreign country is not required under the country's government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.

Filing Extensions

If the individual has been granted an automatic six-month extension by the IRS, the applicant must still verify income and tax information either by using the IRS Data Retrieval Tool or by submitting to the University an IRS Tax Return Transcript. If the required documentation is not submitted to the University by the established deadline, the student must return all Title IV aid disbursed before the student was selected, except for Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans. However, this is not applicable to individuals granted a filing extension beyond the University's established deadline because the individual was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency (Refer to the HEROES Policy for further information).

If the individual(s) has been granted a filing extension by the IRS beyond the automatic six-month extension for the tax year, the University will accept the following as documentation:

- A copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return;"
- A copy of the IRS's approval of an extension beyond the automatic six-month extension for the applicable tax year;
- Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2020, except dependent students ("Verification of Nonfiling Letter");
 - See "Non-Tax Filers" section below if individual is unable to obtain a "Verification of Nonfiling Letter"
- A copy of the IRS Form W-2 for each source of employment income received for the applicable tax year by an individual that has been granted a filing extension; AND
- If self-employed, a signed statement certifying the amount of the AGI and U.S. income tax paid for the specified tax year;

Note: The University will not delay completing verification if the above documentation is submitted for those individuals granted IRS extensions. However, if the University receives the actual IRS transcript at a later date, it must reverify the AGI and taxes paid.

Non Tax Filers

Students, spouses, and/or parents who have not filed a tax return, and are not required to file, will not have an AGI. They must report income earned from work on the FAFSA, including any income reported on the individual's W-2 forms, and other earnings from work not reported on these forms. If selected for verification and income was earned, the student, spouse, and/or parent are required to provide copies of W-2 forms from each employer. In addition, the person must provide a signed statement certifying the sources and amounts of income earned from work not on W-2s and that the person has not filed and is not required to file a tax return.

The University will also require the person (except dependent students) to submit a "Verification of Nonfiling (VNF) Letter" from the IRS dated on or after October 1, 2020. If an individual is unable to obtain VNF from the IRS and the University has no reason to question the good-faith effort to obtain the required documentation, the University will accept the following:

- A signed statement certifying that the individual
 - Attempted to obtain the VNF from the IRS or other tax authorities and was unable to obtain the required documentation; and
 - Has not filed and is not required to file an applicable income tax year return, and a listing of the sources of any applicable year income earned by the individual from work and the amount of income from each source; and
- A copy of IRS form W-2, or an equivalent document, for each source of applicable tax year employment income received by the individual

If a student, spouse, and/or parent submits a signed statement claiming non-tax filer status and the University has reason to believe the person was required to file a U.S. tax return, this constitutes conflicting information and must be resolved.

The following is a chart to assist in determining whether or not an individual is required to file an income tax return.

If your filing status is...	AND at the end of 2020 you were...*	THEN file a return if your gross income was at least...**
Single	under 65 65 or older	\$12,400 \$14,050
Married filing jointly***	under 65 (both spouses) 65 or older (one spouse) 65 or older (both spouses)	\$24,800 \$26,100 \$27,400
Married filing separately	any age	\$5
Head of household	under 65 65 or older	\$18,650 \$20,300
Qualifying widow(er)	under 65 65 or older	\$24,800 \$26,100

In addition to the above chart, a person must file a return if any of the conditions below apply for the tax year.

- You owe any special taxes, including any of the following.
 - Alternative minimum tax.
 - Additional tax on a qualified plan, including an individual retirement arrangement (IRA), or other tax-favored account. But if you are filing a return only because you owe this tax, you can file Form 5329 by itself.

- Household employment taxes. But if you are filing a return only because you owe this tax, you can file Schedule H by itself.
- Social security and Medicare tax on tips you did not report to your employer or on wages you received from an employer who did not withhold these taxes.
- Recapture of first-time homebuyer credit.
- Write-in taxes, including uncollected social security and Medicare or RRTA tax on tips you reported to your employer or on group-term life insurance and additional taxes on health savings accounts.
- Recapture taxes.
- You (or your spouse, if filing jointly) received HSA, Archer MSA or Medicare Advantage MSA distributions.
- You had net earnings from self-employment of at least \$400.
- You had wages of \$108.28 or more from a church or qualified church-controlled organization that is exempt from employer social security and Medicare taxes.
- Advance payments of the premium tax credit were made for you, your spouse, or a dependent who enrolled in coverage through the Marketplace. You or whoever enrolled you should have received Form(s) 1095-A showing the amount of the advance payments.
- Advance payments of the health coverage tax credit were made for you, your spouse, or a dependent. You or whoever enrolled you should have received Form(s) 1099-H showing the amount of the advance payments.
- You are required to include amounts in income under section 965 or you have a net tax liability under section 965 that you are paying in installments under section 965(h) or deferred by making an election under 965(i).

For a complete listing of who must file an income tax return, visit <https://www.irs.gov/help/ita/do-i-need-to-file-a-tax-return>.

Number in Household

The University requires the student (if dependent, requires the parent) submit a verification worksheet (VWS) listing the name and age of each household member and the relationship of that household member to the student.

NOTE: If, at the time of filing a FAFSA, the household information was correct, the information cannot subsequently be updated. If, at the time of filing a FAFSA, the household information was incorrect the STUDENT must correct the information on his/her student aid report (SAR). The University cannot update incorrect information if the student was not selected for verification.

Number in College

The University requires the student (if dependent, requires the parent) submit a verification worksheet (VWS) listing the name and age of each household member who is or will be attending an eligible postsecondary educational institution. The household member must be at least a half-time student in the specified award year and the name of the educational institution must be listed.

NOTE: If the name of the educational institution listed is not an eligible postsecondary educational institution, the University will make a correction to remove the name of the household member from the in college.

Acceptable Documentation V4 and V5

The University will accept the following as resolution of V4 and V5 verification.

High School Completion

To verify high school completion, the University will accept the following types of documentation:

- High school diploma-
 - A copy of the student's high school diploma;
 - A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or
- Recognized equivalent of a high school diploma-
 - General Educational Development (GED) Certificate
 - California High School Proficiency Examination (CHSPE) Certificate
 - HiSET Completion Certificate
 - Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
 - A copy of the 'secondary school leaving certificate' or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
 - An academic transcript indicating the student successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree
- Homeschool
 - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential from an institution that holds state approval to confer high school diplomas is needed
 - If the state does not require the above credential, other acceptable documentation includes:
 - Homeschool transcript or diploma issued by an institution that holds state approval to confer high school diplomas or was accredited by an acceptable accrediting body at the time the student attended

Identity/Statement of Educational Purpose

The following is acceptable documentation to verify a student's statement of educational purpose/identity:

- An unexpired valid government-issued photo identification, such as a driver's license or passport
- A signed statement certifying the federal financial aid received will only be used for educational purposes to pay the cost of attending the University for the specified award year.

If the documentation is presented in person, the University will maintain an annotated copy of the ID provided by the student and will include the date the identifying document was received and the name of the University official who obtained the documentation.

If the student is unable to provide the information in person, the following must be provided to the University:

- A copy of a government-issued photo identification, such as a driver's license or passport
 - The copy of the government issued ID does not need to be notarized or signed by the notary; and
- An original notarized statement of educational purpose signed by the student for the specified award year.
 - An original document must contain wet signatures for the student and the notary as well as the required stamp or seal.

Selection after Disbursement

The student or University may submit corrections to the SAR/ISIR, and the student's application may then be selected for verification. If the student's enrollment status is Withdrawn (W), the University is not required to verify the student's information unless the student returns to the University in the same award year. If the student's enrollment status is anything other than withdrawn (W), the University will not make subsequent disbursements until the student's updated application is verified. If the student does not submit verification documents, the student is responsible for repaying all federal financial aid for which he/she is not eligible, including funds already disbursed for the award year. The student does not have to repay any Direct Loan disbursements made prior to selection as these funds will be repaid according to the terms of the master promissory note; however, the University will cancel any further Direct Loan.

Completing Verification

When the University has obtained all necessary verification documents from the student, the documentation is compared to the ISIR/SAR record. If the verification process shows the student's information is correct, and there are no outstanding issues or conflicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid federal output document (ISIR) with an official EFC. Verification is complete once the University has received all the requested documentation and a valid SAR/ISIR (one that has all the accurate and complete information). This includes any necessary corrections, which must be made by the applicable federal deadlines.

If the University has reason to believe a student or parent, if dependent student, is trying to avoid completing verification and/or suspects potential fraud, the University will initiate an investigation of the student. During the period of investigation, the University will cease award and disbursement of all federal financial aid funds to the student. If satisfactory resolution in the investigation cannot be reached, the student will lose eligibility for federal financial aid funds for at least the federal award year. In addition, based on the outcome of the University's investigation, any credible information indicating that the student may have engaged in fraud or other criminal misconduct in connection with his or her application for federal student aid will be referred to the U.S. Department of Education's Office of Inspector General (OIG). Please refer to the University's Federal Student Aid Fraud Policy for more information.

Disbursements

The University will not make disbursements of federal financial aid until verification is completed.

Change Dependency Status due to Change in Marital Status

The University will not update a student's dependency status based on a change in the student's marital status after filing of the FAFSA.

Consequences of a Change in FAFSA Information

For the subsidized student financial assistance programs, if the FAFSA information changes as a result of verification, the University will submit to the Secretary all changes to a nondollar item or an individual data element that is \$25 or more. The University may choose whether or not it will submit changes to the Secretary when all changes to individual data elements are less than \$25 (not exceeding tolerance).

For the Federal Pell Grant Program, if there is a change as a result of verification, the University will recalculate the student's Pell Grant on the basis of the EFC on the correct valid SAR/ISIR. The University will disburse any additional funds under that award only if the University receives a correct valid SAR/ISIR for the student, and only to the extent additional funds are payable based on the recalculation.

For all other subsidized student financial assistance programs, if information changes as a result of verification, the University will adjust the student's financial aid package on the basis of the corrected EFC on the valid SAR/ISIR.

Verification and Professional Judgment

If a student requests a professional judgment and is also selected for verification, the University will require the verification be completed before exercising any type of professional judgment.

Reporting the Student's Verification Status to the CPS

When the University disburses a Federal Pell Grant award, it reports the student's verification status at the time of disbursement when it reports the payment. Note: This reporting requirement applies even if the student's application was not selected for verification. However, the University leaves the verification status code field blank if the student was not selected for verification or the selected ISIR transaction has a CPS transaction process date that is after the date the student was no longer enrolled at the University.

Verification Timelines

The University will require Federal Pell Grant, campus-based, and Direct loan students selected for verification to submit all requested verification documents to the University within 30 days of the notification date informing the student of the requirements. If the documents are not submitted or are incomplete by this deadline, appropriate actions are taken, as required, based upon the student's enrollment status as of the deadline date.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline, but before the earlier of 120 days after the student's last date of attendance or the deadline established by the U.S. Department of Education each award year, the University will review and address eligibility as required. For the Direct Loan program, if a student fails to provide the required documentation by the 30-day deadline, the University will not originate a subsidized loan application for the student. If based on corrections, there is an increase in the Federal Pell Grant amount and the student's valid ISIR is received after he/she is no longer enrolled but before the annual Federal Register deadline, the University will pay the student the higher award amount.

Student Notification

The University will notify the student, in writing, of verification requirements and timelines for submission of necessary documents. Selected students receive the following:

- Documentation requirements
- Timeline of 30 days to return the required documentation
- Correction procedures (provided during the initial application process)
- Consequences of not returning the documents within the prescribed timelines, which may include cancellation of tuition deferral and request of immediate payment of outstanding tuition charges
- Information in reference to written notification of award changes resulting from verification, which are forwarded within 20 days of required adjustments

Verification and Crossover Payment Periods

During a crossover payment period (a payment period that includes both June 30 and July 1), the University will award and disburse federal financial aid funds using the first federal award year ISIR that is ready to be used. Once a federal award year ISIR has been used for awarding and disbursing federal financial aid funds, the University will no longer follow up with the student on collecting documents to complete verification unless those documents are needed for a future academic year.

If the University has reason to believe a student is trying to avoid completing the verification requirements and suspects potential fraud, the University will not award federal financial aid funds using the unselected ISIR. Instead, the University will require the student to complete the verification requirements or lose eligibility for the crossover payment period.

Verification Exclusions

The exclusion described here are applicable only to the affected individual. All other requirements for verification still apply to the non-affected parties (i.e. if one parent meets an exclusion, the student and the other parent are still required to complete verification requirements).

A selected student is exempt from the verification requirements based on the following unusual circumstances:

- The student dies,
- The student will not receive federal financial aid for reasons other than failure to complete the verification, or
- The student was selected for verification after the date the student was no longer enrolled at the University, the University is not aware that the student intends to reenroll for the award year, and no further disbursements (including late) will be made.

Parents of a dependent student are exempt from verification requirements if any of the following apply:

- Both parents are mentally incapacitated,
- Both parents or the custodial parent has died
- They reside in a country other than the United States and cannot be contacted by normal means, or
- They cannot be located because the student does not have and cannot obtain their contact information

A spouse of an independent student is exempt from verification requirements if any of the following apply:

- The spouse has died,
- The spouse is mentally incapacitated,

- The spouse resides in a country other than the United States and can't be contacted by normal means, or
- The spouse cannot be located because the student does not have and cannot obtain contact information

If a student selected for verification dies before the deadline for completing verification and does not complete the verification process, the University will not 1) make any further disbursements on the student's behalf, 2) originate or disburse the student's Direct subsidized Loan, and 3) consider any funds disbursed on an interim basis as an overpayment.

The University will document in the student's file the basis for any exclusion, other than the death of a student, using a signed statement from the student.

Verification Following Natural Disasters

If an affected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:

- For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student's file is documented accordingly and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified.
- The University will waive the requirement of a signed verification worksheet verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no parent can provide the required signatures because the parent(s) is affected by a disaster. In these scenarios, the University will note and retain an explanation of why the student's parent(s) was not able to sign the verification worksheet.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed. If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly.

Resolving Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before awarding and/or disbursing federal financial aid funds. If discrepancies are identified that were not present at the time the federal financial aid funds were disbursed, the University will reconcile the conflicting information and the student will be responsible for repayment of any federal financial aid funds they were not eligible to receive. The University will report the student to ED as a federal grant and/or loan overpayment to collect repayment of these funds from the student.

Examples of conflicting information may include, but are not limited to the following:

- Social security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/parent was required to file a tax return)
- Number in Household
- Number in College
- Student or parent Marital status
- High school completion
- Untaxed income or resources
- Other Resources, such as Employer Tuition Reimbursement (See the University's Packaging Philosophy Policy for other examples of "other resources")

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STUDENTS' RIGHTS AND RESPONSIBILITIES

Students' Right to Privacy

The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar's Office or local campus office.
2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.
3. Students will be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.
4. Students' written or authorized electronic consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Registrar's Office or the student portal at: <http://my.phoenix.edu>.

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4035 South Riverpoint Parkway, Phoenix, AZ 85040, Fax (480) 643-1600.

Student Organizations

It is the policy of University of Phoenix (UOPX) to provide our students with opportunities to form student organizations that are recognized under the University's Conditions of Recognition for Student Organizations.

Conditions of Recognition for Student Organizations

The University has established the following minimum criteria that each student organization must meet to be recognized by, and to function within, the University of Phoenix community:

- A Recognized Student Organization (RSO) is independently installed, organized, and managed by students enrolled and actively attending the University.
- All student members of a University RSO must be enrolled in and must have posted positive attendance within the last 90 days.
- RSOs must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- RSOs are recognized by, but not official units of UOPX.
- RSOs must have a published purpose/mission and goals/objectives, operate under a formal leadership/governance structure, participate in the annual assessment process, and maintain membership rosters, financial statements, meeting minutes, assessment plans and reports, etc. These items shall be submitted upon initial application and upon annual review or more frequently, as required or requested.
- Recognized Student Organization Application/Annual Report and Renewal Request submission must be accompanied by an Assessment Matrix attachment with assessment plan sections (Area Assessed, Criteria, University Learning Goals, Measure and Metric) columns completed. At the end of an application/renewal period the Assessment Matrix template submitted the year prior must be updated including the completed Findings and Action Plan sections.
- RSOs must have a University-approved University liaison. The role of the University liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the University liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University..
- RSOs may not possess any financial ties or result in any financial impact to UOPX. All expenses related to installing, organizing, leading, managing, and/or sustaining a RSO are the sole responsibility of the RSO.

- The tax status of the University does not extend to RSOs. RSOs must follow all local, state, and federal guidelines. RSOs have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are RSOs allowed to use the federal tax numbers or designations of UOPX.
- Consistent with the UOPX Mission, RSOs must strive to enhance the student experience, the University's culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- RSOs must meet all Conditions of Recognition and agree to abide by all UOPX regulations, policies, and procedures. This includes, but is not limited to, all Academic Catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- RSOs must be open to all students who meet the membership requirements. RSOs may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- RSOs must submit a Student Organization Recognition application to the UOPX Office of Accessibility, Equity & Inclusion and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognition status will expire at the end of each fiscal year, August 31st. A request for recognition renewal must be submitted no later than August 31st each year to remain officially recognized as a RSO. Exceptions will be made for new RSOs with approval granted between July and December of that same year. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each RSO's recognition and continued compliance with regulatory, policy, and procedural changes.
- RSOs that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate institutional sponsor.
- The bylaws and/or policies for any RSO must meet the minimum standards outlined in the Recognized Student Organizations Handbook.
- RSOs must meet one of the University's approved RSO Types and Recognition Statuses as defined below.

Approved RSO "Types"

- **Academic (excluding Honor Societies)** - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom.
- **Honor Societies** - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies is typically by invitation and criteria based.

- **Professional** - Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]).
- **Service** - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities.

Approved RSO Recognition "Statuses"

- **University-Level Recognition** - RSOs, which have been approved by the University and the participating student organization's corporate office to install an institutional-level charter/chapter under which all local campus sites would operate. For example, UOPX installed the Delta Mu Delta Lambda Sigma institutional charter in 2009, under which all campus sites are eligible to apply to install a local area co-chapter.
- **Local Campus-Level Recognition** - Additional local campus sites that have been approved by the University to operate under the governance/oversight of the institutional-level recognized charter/chapter. For example, the Phoenix campus has been approved to install a "co-chapter" which operates under the University's Delta Mu Delta Lambda Delta institutional-level charter.
- **Single Site Recognition** - RSOs which have been approved by the University and the participating RSO's corporate office to install a charter/chapter to operate separately and independently at one of the University's local campus sites.
- **Non-Standard Recognition** - RSOs which do not fit any of the other recognized affiliation statuses may apply for affiliation under this status. These requests are considered on a case-by-case basis.

Equal Opportunity, Harassment, and Nondiscrimination

Policy on Nondiscrimination

The University is committed to providing an educational environment that is free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting equity in all aspects of the educational program or activity, the University has developed policies and procedures that provide a prompt, equitable, and impartial process for allegations of discrimination or harassment on the basis of protected class status and for allegations of retaliation.

Resolution Services oversees implementation of the University's policy on Equal Opportunity, Harassment, and Nondiscrimination. The University's Title IX Coordinator has the primary responsibility for coordinating the University's efforts related to investigation, resolution, and implementation of sanctions to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The Title IX Coordinator acts with independence and authority free from bias and conflicts of interest. The members of the Title IX Team are trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents.

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Bridget Beville, Vice President, Resolution Services & Title IX Coordinator
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602-557-1823 office
480-273-0455 mobile
TIXC@phoenix.edu

The University's 504 Coordinator is responsible for overseeing efforts to comply with Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide accommodations to otherwise qualified disabled students in all University programs and activities. Questions may be directed internally to:

Kelly Hermann, Vice President, Accessibility, Equity & Inclusion & 504 Coordinator
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602.387.9936
Section.504Coordinator@phoenix.edu

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

Scope

The core purpose of this policy is the prohibition of all forms of discrimination. When an alleged violation of this policy is reported, the allegations are subject to resolution using one of two processes outlined below as determined by the Title IX Coordinator. These procedures may be applied to incidents, to patterns, and/or to the campus climate, all of which may be addressed and investigated in accordance with this policy.

Any person whose acts deny, deprive, or limit the educational access, benefits, and/or opportunities of any member of the University community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes defined below is in violation of this policy.

This policy is interpreted broadly to include online and cyber manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the University's education program and activities or use University networks, technology, or equipment.

Jurisdiction

This policy applies to the University's education program and activities, to conduct that takes place on campus or online or on property owned or controlled by the University or at University-sponsored events.

The University may also extend jurisdiction to off-campus and/or online conduct when the Title IX Coordinator determines that the conduct affects a substantial University interest, including any situation that is detrimental to the educational interests or mission of the University and/or has continuing effects on the University community.

Definitions

Advisor: The person chosen by a party or appointed by the University to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at a Formal Grievance Process hearing, if any.

Complainant: The individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected class.

Education Program or Activity: Locations, events, or circumstances where the University exercises substantial control over both the Respondent and the context in which the harassment or discrimination occurs.

Formal Complaint: A document filed by a Complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a Respondent and requesting an investigation of the allegations.

Mandated Reporter: Any University employee obligated by policy to share knowledge, notice, and/or reports of actual or suspected harassment, discrimination, and/or retaliation with the Title IX Coordinator.

Preponderance of the Evidence: The standard of proof used to determine whether a Respondent is responsible for a violation of this policy, meaning whether a policy violation is more likely than not.

Protected Class: Race, color, religion, creed, sex, pregnancy (including lactation, childbirth, and related medical conditions), sexual orientation, gender, gender identity or expression, familial or marital status, age (40 or older), physical or mental disability, medical condition (any health impairment related to a diagnosis, record, or history of cancer), genetic information (including testing and characteristics), national origin, ancestry, ethnicity, citizenship, military or veteran status, or any other status or characteristic protected by applicable federal, state, or local law.

Respondent: The individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class.

Supportive Measures: Non-disciplinary, non-punitive individualized services offered to the Complainant or the Respondent designed to restore or preserve equal access to the education program or activity, including measures designed to protect the safety of all parties or the educational environment, or deter harassment, discrimination, and/or retaliation. Supportive measures may include, but are not limited to, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, security escorts, mutual restrictions on contact between the parties, changes in work location, leaves of absence, increased security and monitoring of certain areas, counseling referrals and other similar measures.

Title IX Coordinator: The official designated by the University to ensure compliance with Title IX and who has the primary responsibility for coordinating Recipient's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy. For the purposes of executing this policy, a designee may be assigned by the Title IX Coordinator.

Prohibited Conduct

Harassment

Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law. The University does not tolerate discriminatory harassment of any employee, student, visitor, or guest and will act to remedy all forms of discriminatory harassment when reported, whether or not the harassment rises to the level of creating a hostile environment. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce any individual covered by this policy.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal harassment includes epithets, slurs, and negative stereotyping, and comments that are offensive or unwelcome regarding any characteristic or status protected by this policy or applicable law.
- Non-verbal harassment includes distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of any characteristic or status protected by this policy or applicable law.
- Physical harassment includes assault, unwanted touching, or blocking normal movement because of an individual's protected status.

A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational access, benefits, or opportunities. This discriminatory effect results from harassing verbal, non-verbal, written, graphic, or physical conduct that is severe or pervasive, and objectively offensive.

When discriminatory harassment rises to the level of creating a hostile environment, the University may impose sanctions through application of the appropriate grievance process below.

The University reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature not based on a protected status, under the applicable Code of Conduct.

Sexual Harassment

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that defines the meaning of "sexual harassment" (including forms of sex-based violence). Under the Final Rule, the University must narrow both the geographic scope of its authority to act under Title IX and the types of "sexual harassment" subject to its Title IX investigation and adjudication process.

Only incidents falling within the Title IX definition of sexual harassment will be subject to the Title IX Formal Grievance Process.

Title IX Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity;
- Sexual assault (as defined in the Clery Act);
- Dating Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Domestic Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Stalking (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act).

All other incidents, including those that meet the following definition of sexual harassment will be subject to the Standard Grievance Process.

Sexual Harassment is unwelcome, sex-based and/or gender-based verbal, non-verbal, written, online and/or physical conduct that satisfies one or more of the following:

- Takes the form of quid pro quo harassment;

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such sexual conduct is made either explicitly or implicitly a term or condition of an individual's work or educational development or performance, or evaluation thereof.

- Creates a hostile environment;

A hostile environment is created when sexual harassment is severe, and/or persistent and/or pervasive and objectively offensive, such that it unreasonably interferes with, denies, or limits the ability to participate in or benefit from the University's education program and activities.

- is retaliatory.

Other Civil Rights Offenses

The following offenses are prohibited forms of discrimination when the act is based upon the Complainant's actual or perceived membership in a protected class.

- Sexual Exploitation, defined as: taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited, and that conduct does not otherwise constitute sexual harassment under this policy.
- Threatening or causing physical harm, extreme verbal, emotional, or psychological abuse, or other conduct which threatens or endangers the health or safety of any person;
- Discrimination, defined as actions that deprive, limit, or deny other members of the community of educational or employment access, benefits, or opportunities;
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;

- Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control, or diminish another person, physically and/or mentally

Retaliation

Retaliation is defined as any materially adverse action taken because of a person's participation in a protected activity. Protected activity includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, or assisting in providing information relevant to an investigation.

The University or any member of the University community is prohibited from taking materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Charges against an individual for Code of Conduct violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator for investigation.

Reporting Harassment, Discrimination and/or Retaliation

Reports of harassment, discrimination, and/or retaliation may be made at any time (including during non-business hours) using any of the following options:

- Directly to the Title IX Coordinator via phone, email, text or in-person;
- Directly to Resolution Services;
- By informing any mandated reporter, such as a faculty member, academic counselor, Campus Security Authority (CSA) or Human Resources Business Partner (HRBP).
- By calling the Ethics & Compliance Helpline at 888-310-9569 or filling out an online form at <http://www.UOPXhelpline.com>.

All University faculty and employees are mandated reporters and expected to report actual or suspected harassment or discrimination of which they become aware and must promptly share all known details of a report made to them in the course of their employment, including the identities of both parties, with the Title IX Coordinator.

All reports are acted upon promptly, and every effort is made by the University to preserve the privacy of reports, meaning information related to an allegation will be shared with a limited number of University employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report.

There is no time limitation on reporting. However, if the Respondent is no longer subject to the University's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be limited or impossible.

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the University community and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether to proceed when the Complainant does not wish to do so, and the Title IX Coordinator may sign a Formal Complaint to initiate a grievance process upon completion of an appropriate violence risk assessment.

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, the University must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community. The University will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information to make safety decisions in light of the potential danger.

Upon receipt of notice or a complaint of an alleged violation of this policy, the Title IX Coordinator engages in an initial assessment to determine jurisdiction and which process applies.

Anonymous Reports

Reports may also be made anonymously, without identification of the Complainant. However, anonymous reports typically limit the University's ability to investigate, respond, and provide remedies, depending on what information is shared. Anonymous reports will be preliminarily investigated to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures can be provided. The University cannot provide supportive measures to an unidentified Complainant.

False Allegations & Information

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be subject to appropriate disciplinary action. Additionally, witnesses and parties providing knowingly false evidence or deliberately misleading an official conducting an investigation will be subject to discipline under the applicable Code of Conduct.

Amnesty

To encourage reporting and participation in the process, the University maintains a policy of offering parties and witnesses amnesty from minor policy violations related to the incident. Amnesty may also be granted to Respondents and witnesses on a case-by-case basis.

Standard Grievance Process for Allegations of Harassment, Discrimination and/or Retaliation

The procedures described below apply to allegations of harassment, discrimination and/or retaliation on the basis of protected class status and Sexual Harassment as defined by this policy.

If a factual nexus exists between the allegation of harassment, discrimination and/or retaliation and the alleged actions, the Title IX Coordinator initiates one of two responses:

- **Informal Resolution** - typically used for less serious offenses and only when all parties agree, or when the Respondent is willing to accept responsibility for violating policy. This can also include a remedies-only response.
- **Administrative Resolution** - investigation of policy violation(s) and recommended finding, subject to a determination by the Title IX Coordinator and the opportunity to appeal to an Appeal Panel.

Resolution proceedings are private. All persons are expected to maintain the privacy of the proceedings in accordance with University policy.

The investigation and subsequent Administrative Resolution determine whether this policy has been violated.

At any point during the initial assessment or investigation, if the Title IX Coordinator determines that reasonable cause does not support the conclusion that policy has been violated, the process will end, and the parties will be notified.

Informal Resolution

Informal Resolution is applicable when the parties voluntarily agree to resolve the matter or when the Respondent accepts responsibility for violating this policy or when the Title IX Coordinator can resolve the matter informally by providing remedies to resolve the situation.

It is not necessary to pursue Informal Resolution first in order to pursue Administrative Resolution, and any party participating in Informal Resolution can stop the process at any time and request the Administrative Resolution process.

Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent accepts responsibility, the Title IX Coordinator makes a determination that the individual is in violation of this policy and then determines appropriate sanction(s) or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the conduct, both on the Complainant and the University community.

If the Respondent accepts responsibility for all of the alleged policy violations and the Title IX Coordinator has determined appropriate sanction(s) or responsive actions, which are promptly implemented, the process is over. The Complainant will be informed of this outcome. If Respondent accepts responsibility for some of the alleged policy violations, the remaining allegations will continue to be investigated and resolved.

Administrative Resolution

Administrative Resolution can be pursued for any behavior for which the Respondent has not accepted responsibility that constitutes conduct covered by this policy.

Administrative Resolution starts with a thorough, reliable, and impartial investigation. If Administrative Resolution is initiated, the Title IX Coordinator will promptly provide written notification of the investigation to the parties. Notification will include a meaningful summary of the allegations and the policies allegedly violated.

Investigation

The Title IX Coordinator assigns an Investigator(s) free from bias and conflicts of interest who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

The University aims to complete all investigations within a sixty (60) day period, which can be extended as necessary for appropriate cause by the Title IX Coordinator, with notice to the parties as appropriate.

Investigations involve interviews with all relevant parties and witnesses, obtaining available, relevant evidence, and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence, and to fully review and respond to evidence.

Any evidence that is relevant and credible may be considered, including an individual's prior misconduct history as well as evidence indicating a pattern of misconduct. The process should exclude irrelevant or immaterial evidence and may disregard or provide little weight to evidence lacking in credibility or that is improperly prejudicial.

The Investigator(s) will provide an investigation report summarizing the investigation and evidence and provide parties with a copy of the draft investigation report when it is completed, including relevant evidence, analysis, credibility assessments, and recommended finding(s). Each party has a full and fair opportunity to respond to the report in writing within ten (10) days of receipt.

The Investigator(s) will incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, and make any necessary revisions.

The Investigator(s) will share the report with the Title IX Coordinator for review and feedback and then provide a final report to the Title IX Coordinator. The report will include recommended finding(s) based on a preponderance of the evidence.

Determination

Within a reasonable time of receiving the Investigator's recommendation, the Title IX Coordinator reviews the report and all responses, and then makes the final determination on the basis of the preponderance of the evidence.

The recommendation of the investigation should be strongly considered but is not binding on the Title IX Coordinator. The Title IX Coordinator may invite and consider impact statements from the parties if and when determining appropriate sanction(s), if any.

If the Respondent admits to the violation(s), or is found in violation, the Title IX Coordinator, in consultation with other administrators as appropriate, determines sanction(s) and/or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the discriminatory conduct, both on the Complainant and the University community.

Notice of Outcome

The Title IX Coordinator will timely provide the parties with a written Notice of Outcome to include findings, any sanction(s), and a detailed rationale, delivered simultaneously to the parties.

Unless based on an acceptance of violation by the Respondent, the determination may be appealed by either party.

The Notification of Outcome also includes the grounds on which the parties may appeal and the steps the parties may take to request an appeal of the findings.

Sanctions

Factors considered when determining a sanction may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation

- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Title IX Coordinator

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions/responsive actions.
- **Suspension:** Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- **Expulsion:** Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- **Withholding Diploma:** The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- **Revocation of Degree:** The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- **Other Actions:** In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

Range of Sanctions - Faculty

The following sanctions may be imposed upon faculty singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- Implementation of a remediation plan as appropriate
- Removal from assigned course(s)
- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- **Other Actions:** In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the Title IX Coordinator. Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

All requests for appeal must be submitted in writing to the Title IX Coordinator within ten (10) business days of the delivery of the Notice of Outcome. Either party may appeal, but appeals are limited to the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures.)
- To consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanction(s) are disproportionate to the violation and the cumulative record of the Respondent.

When any party requests an appeal, the Title IX Coordinator will share the appeal request with the other party or other appropriate persons such as the Investigator(s), who may file a response within three (3) business days.

A three-member Appeals Panel will be designated by the Title IX Coordinator from those who have not been involved in the process previously and include a manager, director, and College Dean or Vice President. The Appeals Panel will review the appeal request(s) and if grounds are not sufficient for an appeal, or the appeal is not timely, the Appeals Panel dismisses the appeal.

If the Appeals Panel finds that at least one of the grounds is met by at least one party, additional principles governing the review of appeals include the following:

- Decisions are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s) only if there is compelling justification to do so.
- Appeals are not intended to be full re-hearings (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation and pertinent documentation regarding the grounds for appeal.
- An appeal is not an opportunity for the Appeals Panel to substitute their judgment for that of the original Investigator(s) or Title IX Coordinator merely because they disagree with the finding and/or sanction(s).
- Appeals granted based on new evidence should normally be remanded to the Investigator(s) for reconsideration.
- Sanctions imposed as the result of Administrative Resolution are implemented immediately unless the Title IX Coordinator stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
- All parties will be informed in writing within three (3) business days of the outcome of the appeal.
- Once an appeal is decided, the outcome is final; further appeals are not permitted, even if a decision or sanction is changed on remand.
- In rare cases when a procedural error cannot be cured by the original Investigator(s) and/or Title IX Coordinator (as in cases of substantiated bias), the Appeals Panel may recommend a new investigation and/or Administrative Resolution process.
- In cases in which the appeal results in Respondent's reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Grievance Process for Allegations of Title IX Sexual Harassment

Response to Allegations

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the Title IX Coordinator will promptly contact the Complainant to:

- discuss the availability of supportive measures and consider the Complainant's wishes with respect to supportive measures;
- inform the Complainant of the availability of supportive measures with or without filing a Formal Complaint; and
- explain the process of filing a Formal Complaint.

If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation. The Title IX Formal Grievance Process is not initiated, though the Complainant can elect to initiate it at a later time.

If the Title IX Formal Grievance Process is preferred, the Title IX Coordinator determines if the alleged misconduct falls within the scope of Title IX.

- If it does, the Title IX Coordinator will initiate the appropriate process.
- If it does not, the Title IX Coordinator assesses which policies and/or procedures may apply and refers the matter accordingly. Dismissing a complaint under Title IX is just procedural and does not limit the University's authority to address a complaint through another applicable process.

Emergency Removal

Respondents may be removed from the University's education program or activity on an emergency basis. The University will undertake an individualized safety and risk analysis to determine if there is an immediate threat to the physical health or safety of any student or other individual arising from the allegations that justifies removal. The Respondent will be provided with notice of Emergency Removal and the opportunity to challenge the decision immediately following the removal.

Dismissal (Mandatory and Discretionary)

The University must dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- The conduct alleged in the Formal Complaint would not constitute Title IX Sexual Harassment as defined in this policy, even if proved; and/or
- The conduct did not occur in an educational program or activity controlled by the University and/or the University does not have control over the Respondent; and/or
- The conduct did not occur against a person in the United States; and/or
- At the time of filing a Formal Complaint, a Complainant is not participating in or attempting to participate in the University's education program or activity.

The University may dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein; or
- The Respondent is no longer enrolled in or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties. A dismissal decision is appealable by any party under the procedures for appeal below.

Resolution Processes

The processes described below apply only to allegations of Title IX Sexual Harassment involving students, employees, or faculty members that meet the Title IX Sexual Harassment definition in this policy.

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the University will initiate at least one of three responses:

- Offer supportive measures because the Complainant does not want to proceed formally; and/or
- Facilitate an Informal Resolution; and/or
- Initiate the Title IX Formal Grievance Process including an investigation and a live hearing.

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with University policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose.

The University will make a good faith effort to complete the resolution process within a sixty (60)-to-ninety (90) business day time period, including appeal, which may be extended as necessary for appropriate cause at the sole discretion of the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

Any individual materially involved in the administration of the resolution process, including the Title IX Coordinator, Investigator(s), and Decision-maker(s) may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another individual will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the University's Ethics & Compliance Department via email at office.complianceuopx@phoenix.edu or the Ethics Helpline at www.uopxhelpline.com.

Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings and interviews within the resolution process, if they so choose. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The Advisor is not an advocate and does not represent the parties in the process.

The Advisor is entitled to inspect and review evidence prior to completion of the Investigative Report, receive a copy of the final Investigative Report, and is permitted to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.

The parties are not permitted to directly cross-examine each other or any witnesses during the hearing. Cross-examination must be conducted by the parties' Advisors. Restrictions regarding the extent to which an Advisor may participate in the Formal Grievance process are further outlined in the Hearing Procedures section of this policy.

The University cannot guarantee equal advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, the University is not obligated to provide an attorney. The Title IX Coordinator will offer to assign a trained Advisor for any party if the party so chooses.

The University is obligated to investigate and adjudicate in a prompt timeframe under Title IX and may refuse to grant extension requests to accommodate the schedule of an Advisor. The determination of what is reasonable shall be made by the Title IX Coordinator.

Informal Resolution

Parties are not required to participate in an Informal Resolution process and Informal Resolution may only be used if a Formal Complaint is filed. Any party participating in Informal Resolution can stop the process at any time and begin or resume the Title IX Formal Grievance Process.

Informal Resolution may be used with the voluntary, written consent of both parties:

- When the Respondent accepts responsibility for violating policy and wants to accept a sanction and end the resolution process; or
- When the Title IX Coordinator can resolve the matter by providing supportive measures to remedy the situation.

Prior to implementing Informal Resolution, both parties will be provided with written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and the University are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator accepts the Respondent's admission of responsibility and implements agreed-upon sanctions and or remedies, in coordination with other appropriate administrator(s), as necessary. The result is not subject to appeal once all parties indicate their written assent to all agreed upon terms of resolution.

Informal Resolution is not available to resolve allegations that an employee sexually harassed a student.

Formal Grievance Process

The Formal Grievance Process includes an objective evaluation of all relevant evidence obtained, including both inculpatory and exculpatory evidence. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

Relevant evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true and do not include the following types of evidence and questions, which are deemed irrelevant at all stages of the Formal Grievance Process:

- Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege.
- Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

There is a presumption that the Respondent is not responsible for alleged misconduct unless and until a determination of responsibility is made at the conclusion of the Formal Grievance Process. The standard of proof used to determine responsibility is preponderance of the evidence.

Notice of Allegations

The Title IX Coordinator will provide a Notice of Allegations to both parties as soon as practicable after receiving a Formal Complaint.

The Notice of Allegations will include:

- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- A description of the applicable procedures,
- A statement that the University presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period, and
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.

The institution will provide sufficient time for the parties to review the Notice of Allegations before any initial interview.

Investigations

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

Through the investigation process, all parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence and expert witnesses, and to review and respond to all evidence on the record.

The Title IX Coordinator appoints an Investigator who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation. Investigator(s) will complete the following steps (not necessarily in this order):

- Provide each interviewed party and witness an opportunity to verify the Investigator's summary of the relevant evidence/testimony from their respective interviews and meetings.
- Allow each party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other party and witnesses.
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) with a list of witnesses whose information will be used to render a finding.

- Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) a copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the Recipient does not intend to rely in reaching a determination, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence.
 - The Investigator(s) may elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses.
- Incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report.
- Share the report with the Title IX Coordinator for their review and feedback.
- Incorporate any relevant feedback, and share the final report and a file of any directly related evidence that was not included in the report with all parties and their Advisors at least ten (10) business days prior to a hearing.

Once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing and select an appropriate Decision-maker. The Title IX Coordinator may not serve as a Decision-maker but may serve as an administrative facilitator of the hearing if their previous role in the matter does not create a conflict of interest.

Hearings

No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the parties. The hearing body will consist of a single Decision-maker.

The Title IX Coordinator will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing.

If any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision-maker. No inference may be drawn about responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

The parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the University will appoint one. Each party must have an Advisor present. There are no exceptions.

Any evidence that the Decision-maker determine(s) is relevant and credible may be considered. The Decision-maker does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. At the hearing, the Decision-maker has the authority to hear and make determinations on all allegations of discrimination, harassment, and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within this policy.

Hearing Procedures

The Decision-maker will answer all questions of procedure.

The Decision-maker will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker and the parties and will then be excused.

The Investigator(s) will present a summary of the final investigation report and will be subject to questioning by the Decision-maker and the parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker may ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Decision-maker will direct that it be disregarded.

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Decision-maker. The parties/witnesses will submit to questioning by the Decision-maker and then by the parties through their Advisors ("cross-examination").

All cross-examination questions are subject to a relevance determination by the Decision-maker. The Advisor will pose the proposed question, allow the Decision-maker to consider it, and the Decision-maker will determine whether the question will be permitted, disallowed, or rephrased. Only questions that are permitted may be answered.

If a party's Advisor refuses to comply with the Recipient's established rules of decorum for the hearing, the University may require the party to use a different Advisor. If a University-provided Advisor refuses to comply with the rules of decorum, the University may provide that party with a different Advisor to conduct cross-examination on behalf of that party.

The Decision-maker will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Decision-maker has final say on all questions and determinations of relevance, subject to any appeal. The Decision-maker will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If a party or witness chooses not to submit to cross-examination at the hearing, either because they do not attend the meeting, or they attend but refuse to participate in questioning, then the Decision-maker may not rely on any prior statement made by that party or witness at the hearing (including those contained in the investigation report) in the ultimate determination of responsibility. The Decision-maker must disregard that statement. Evidence provided that is something other than a statement by the party or witness may be considered.

Hearings (but not deliberations) are recorded for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted. The recording of the hearing will not be provided to parties or advisors.

The Decision-maker will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question using the preponderance of the evidence standard.

If the Respondent is found responsible, the Decision-maker will review any pertinent conduct history provided and will determine the appropriate sanction(s) in consultation with other appropriate administrators, as required.

The Decision-maker will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions.

This report must be submitted to the Title IX Coordinator within three (3) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will prepare a Notice of Outcome within five (5) business days of receiving the Decision-maker's deliberation statement, which will be shared with the parties simultaneously.

The Notice of Outcome will identify the specific policy reported to have been violated, including the relevant policy section, and will contain a description of the procedural steps taken by the University from the receipt of the misconduct report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, methods used to obtain evidence, and hearings held.

The Notice of Outcome will also specify the finding on each alleged policy violation; the findings of fact that support the determination; conclusions regarding the application of the relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation to the extent the University is permitted to share such information under state or federal law; any sanctions issued

which the University is permitted to share according to state or federal law; and any remedies provided to the Complainant designed to ensure access to the University's educational or employment program or activity, to the extent the University is permitted to share such information under state or federal law. The Notice of Outcome will also include information on the relevant procedures and bases for any available appeal.

Sanctions

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered after a finding or admission of responsibility.

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Decision-maker

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions.
- **Suspension:** Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- **Expulsion:** Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- **Withholding Diploma:** The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- **Revocation of Degree:** The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- **Other Actions:** In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Part-Time Faculty

The following sanctions may be imposed upon part-time faculty singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- **Implementation of a remediation plan** as appropriate
- **Removal from assigned course(s)**

- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Employees (including Full-Time Faculty)

The following sanctions may be imposed upon employees singly or in combination:

- Warning - Verbal or Written
- Performance Improvement/Management Process
- Required Training or Education
- Loss of Oversight or Supervisory Responsibility
- Demotion
- Suspension with pay
- Suspension without pay
- Termination
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the final Decision-maker. Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

Either party may file a Request for Appeal, but it must be submitted in writing to the Title IX Coordinator within ten (10) days of the delivery of the Notice of Outcome.

A three-member Appeal Panel comprised of a manager, director, and College Dean or Vice President will be designated by the Title IX Coordinator, one of whom will serve as the Appeal Chair. No appeal panelists will have been involved in the process previously. The Request for Appeal will be forwarded to the Appeal Chair for consideration to determine if the request meets the grounds for appeal. This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

Appeals are limited to the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, Investigator(s), or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

If any of the grounds in the Request for Appeal do not meet the grounds, the request will be denied by the Chair and the parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds, then the Appeal Chair will notify the parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker.

The parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s) will be provided a copy of the request with the approved grounds and then be given ten (10) business days to submit a response to the portion of the appeal that was approved and involves them.

The Chair will collect any additional information needed and all documentation regarding the approved grounds. The Appeal Panel will render a decision in no more than three (3) business days, barring exigent circumstances. All decisions are by majority vote and apply the preponderance of the evidence standard.

A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the University is permitted to share under state or federal law.

Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. The University may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal if the original sanctions included suspension or expulsion.

Appeal Considerations

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- An appeal is not an opportunity for the Appeal Panel to substitute their judgment for that of the original Decision-maker merely because they disagree with the finding and/or sanction(s).
- The Appeal Panel may consult with the Title IX Coordinator on questions of procedure or rationale, for clarification, if needed.
- Appeals granted based on new evidence should normally be remanded to the original Investigator(s) and/or Decision-maker for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new hearing).
- In rare cases where a procedural error cannot be cured by the original Decision-maker (as in cases of bias), the appeal may order a new hearing with a new Decision-maker.
- The results of a remand to a Decision-maker cannot be appealed.

In cases in which the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Extended Time and In Progress Extension (IX) Accommodations

In accordance with Section 504 of the Rehabilitation Act (Section 504) of 1973 and the Americans with Disabilities Act (ADA) of 1990 and as amended in 2008, the University of Phoenix (UOPX) offers qualified students with disabilities reasonable accommodations upon request. These accommodations are determined by the Accessibility and Disability Services Office (ADS) following a consultative, deliberative process between the student and their assigned disability services advisor (DSA).

Students with approved extended time for assignments are provided with reasonable additional time to complete their work, both for timed and untimed assignments. Students are encouraged to submit their work throughout the course to take advantage of formative feedback and assessment from the faculty to improve performance on future course assignments.

- The time allotted will be specified on the student's accommodation agreement, and in the notification that will be sent to faculty at the start of the course or upon approval of a student's accommodation, if accommodations are requested after the course has begun.
- Extended time for timed assignments will amount to either time and a half (1.5x) or double (2x) the time allowed for students to complete the assessment or assignment.
- Students with an approved ADA accommodation for extended time for individual assignments will be allotted four additional days per week to submit their work without penalty, including the final week of the course. The granting of extended time accommodations allows students to submit all work for the course up to 11:59 pm Arizona time on the fourth day after the end of the course.
- Extended time for assignments does not apply to discussion and learning team assignments. These assignments are collaborative in nature and are typically time dependent. Students who have concerns about the impact of their disability on discussion and learning team assignments should discuss these concerns with their DSA.

A student who needs additional time to complete course work may request an In Progress Extension (IX). An IX must be requested by 11:59 pm Arizona time through the fourth day after the course has ended. The student will request the IX from their assigned DSA and will receive five additional weeks to complete the course. The DSA will communicate the new deadline date to both the student and the faculty.

If a student requires additional time beyond the approved IX, the student may submit a request to the Disability Services Manager (DSM) with documentation of the disability-related need for additional time. The DSM will communicate a decision regarding the request to the student and the assigned DSA, who will inform the faculty. Students who disagree with the determination made by the DSM can file a grievance in accordance with the grievance policy.

Accessibility and Disability Services Office Contact Information

The Accessibility and Disability Services Office provides students with the opportunity to contact a Disability Services Advisor, via e-mail, 24 hours a day. For more information, please visit: <http://www.phoenix.edu/students/disability-services.html>. The department's mailing address and phone number is:

4035 S. Riverpoint Parkway
Phoenix, AZ 85040

Phone: 602.557.1157
Fax: 602.333.0737

Students needing assistance with accessibility questions or concerns can get more information at <http://www.phoenix.edu/accessibility.html>, or can contact accessibilitysupport@phoenix.edu.

The University's Vice President of Accessibility Strategy and Section 504 Coordinator, is Kelly Hermann, Section.504Coordinator@phoenix.edu.

Acceptable Computer Use for Faculty and Students

University computing and communication resources are for approved business and educational purposes consistent with University policies and procedures.

- Computing and communication resources include all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and for accessing and obtaining the University's services.

By using University computing and communication resources, all users, including students and faculty, assume personal responsibility for appropriate use, and agree to comply with this policy and all other applicable University policies, including, but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable local, state, and federal laws and regulations. Any user using the University's computing and communication resources in violation of these policy requirements, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and laws. In addition, all activity and information, including personal activity and information on University systems, may be monitored and recorded. Any individual accessing University computing and communication resources consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, members of the University of Phoenix Information Security (or other personnel designated by information security) will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:

- Comply with this policy and all applicable local, state, and federal laws and regulations.
- Not intentionally compromise the confidentiality, integrity, or availability of University computing and communication resources.
- Not attempt to circumvent the University's physical, technical, or administrative security measures.
- Abide by the provisions of the Student Code of Conduct (for students) or the provisions of the Faculty Code of Conduct (for faculty members).
- Be truthful and accurate in personal identification.
- Respect the rights and privacy of others.
- Maintain the security of their user resource accounts.
- Comply with the terms of use of any University or third-party service provider website(s).

Intellectual Property

Users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor.

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying, or use of audio files, images, graphics, computer software, data sets, bibliographic records, and other protected property is prohibited except as permitted by law.

Privacy & Security

The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure that access to sensitive data is restricted to those individuals who have authorized permission. The following sections describe how information security personnel may monitor computing and communication resources for violations of the Acceptable Use policy.

Monitoring

System and network activities of users are routinely logged and monitored. These activities include:

- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

In the case of a suspected violation of this policy, University officials may authorize information security personnel to conduct a more detailed investigation to gather evidence on the suspected violation.

Restriction of Access to Computing and Communication Resources

Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:

- If required by applicable local, state, or federal law, or University policy.
- If a reasonable suspicion exists that there has been or may be a violation of local, state or federal law or regulation, or University policy.
- If required to protect the confidentiality, integrity, or availability of computing and communication resources.

Conditions for Permitting Inspection, Monitoring, or Disclosure

The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:

- Required or permitted by local, state or federal law, including public records law, or by subpoena or court order.
- The University or its designated agent reasonably believes that a violation of local, state or federal law or University policy has occurred.
- Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

Confidentiality

Confidentiality of e-mail and other network transmissions cannot be completely assured. All users should exercise caution when sending personal, financial, confidential, or sensitive information by e-mail or across the Internet.

Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to or disclosure of private user information has occurred, the University will make reasonable efforts to inform the affected user, except when notification is impractical or when notification would be detrimental to an investigation of a violation of law or policy.

Reporting Violations and Enforcement

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to Resolution Services or University of Phoenix Information Security.

Resolution Services - Conduct Resolutions

4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602-557-5566

Email: ConductResolutions@phoenix.edu

University of Phoenix Information Security

4035 South Riverpoint Parkway
Phoenix, AZ 85040
FAX: (602) 557-6606

e-mail: infosecurity@phoenix.edu

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user's privileges or move or delete the allegedly offensive material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before a determination is made whether a violation occurred and what sanction(s), if any, are warranted. Cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) and/or to appropriate law enforcement authorities.

In addition to sanctions available under University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources.

The University may temporarily suspend any account, whether the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources or the University itself. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of information security personnel.

In the event of any inconsistency or conflict between this policy and any other University policy or terms or conditions faculty/students may be subject to, the University reserves the right to resolve such conflicts in its sole discretion.

Violation Examples

The list below contains examples of actions considered to be a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations or the applicability of any other law or policy to those facts.

- Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.
- Unauthorized, anonymous communication is prohibited. All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fundraising or advertising on behalf of non-University organizations.
- The unauthorized selling of University computing and communication resources.
- Unauthorized attempts to acquire and use the user ID or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional propagation of computer "worms" and "viruses," the sending of electronic chain mail, denial of service attacks, and inappropriate "broadcasting" of messages to large numbers of individuals or hosts.
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems, or networks, or otherwise violate this policy.
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one's level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems, or networks.
- Downloading Copyrighted material on University or personal resources connected to the University networks.

Pregnant and Parenting Students

Any member of the University of Phoenix (UOPX) community may report a violation of this policy to any supervisor, manager, or to the Title IX Coordinator. The Title IX Coordinator is responsible for overseeing complaints of discrimination involving pregnant and parenting students.

The Title IX Coordinator for University of Phoenix is:

Bridget Beville, JD
TitleIX@phoenix.edu
602.557.1823

Overview:

Under the U.S. Department of Education's (ED) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the ED, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

This generally means that pregnant students will be given an opportunity to make up missed work wherever possible. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests, participation, team assignments, and presentations), and incomplete grades that can be completed at a later date should all be employed.

Definitions:

Title IX Accommodation: Changes in the academic environment or typical operations that enable pregnant students or students with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of the University.

Title IX Extension: An up to five-week period after class ends that students can use to submit late work without penalty.

Pregnancy and Pregnancy-Related Conditions: Include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from these conditions.

Pregnant Student/Birth Parent: refers to the student who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

Supporting Documentation: Documentation from the student's physician or other qualified medical professional that includes the student's name, evidence of the pregnancy or pregnancy-related condition and the dates on which they occurred. Examples include, but are not limited to, hospital discharge paperwork, a signed letter from the doctor, medical appointment paperwork, ultrasound picture, temporary birth certificate.

Reasonable Title IX Accommodations for Students Affected by Pregnancy, Childbirth, or Related Conditions

- Faculty and staff will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.
- Students with pregnancy-related conditions are entitled to reasonable Title IX accommodations so that they will not be disadvantaged in their course of study and may seek assistance from the Title IX Office.
- Reasonable Title IX accommodations include, but are not limited to:
 - Extending deadlines and/or allowing the student to make up tests or assignments (including participation and team assignments) missed for pregnancy-related absences;
 - Excusing medically necessary absences (which must be granted irrespective of classroom attendance requirements.) Medically necessary absences require supporting documentation.
 - Students immediately receive in-class accommodations upon disclosure of a pregnancy or pregnancy-related condition. Any additional time granted after the course ends must be approved.

Title IX and ADA Accommodations

Occasionally students are entitled to both Title IX accommodations and reasonable accommodations on the basis of disability due to pregnancy complications and/or a co-existing permanent diagnosis. In these instances, the student will receive the benefit of both policies as appropriate. The Title IX and Disability Services Offices work together to ensure students are accommodated and faculty receive necessary guidance and support.

Faculty Responsibilities Upon Disclosure of a Pregnancy or Pregnancy-Related Conditions

Upon disclosure of a pregnancy or pregnancy-related condition, faculty must refer the student to the Title IX office and:

- Inform the student they are entitled to in-class accommodations.
 - It is not necessary to collect any supporting documentation from the student or wait for approval while the course is in progress. Reasonable Title IX accommodations apply upon disclosure and for the entire course.
 - In-class accommodations are retroactive. If the student discloses the last week of class, they can make up late work for the entire class. If late penalties have already been deducted for any assignment, those points must be returned.
 - Students may not re-submit work already completed for a better grade. They may only receive extensions on due dates for assignments that have not been submitted.
- Allow the student to submit late work without penalty for all assignments.
- Allow the student the opportunity to make up participation points and learning team assignments. Alternate assignments with equal point values are acceptable.
- Work with the student directly to develop a modified schedule for submitting work.

Students are allowed to submit outstanding course work up to four (4) days after the course end date. If all outstanding work is received by the four-day deadline, faculty must grade the work and post a final grade for the course.

In-Progress Extension (IX)

If a student needs additional time beyond the four-day extension to submit work, they may request an in-progress extension (IX) under Title IX. In-progress extensions are a specific type of incomplete grade and students and faculty are required to follow this policy in order to process an IX grade under Title IX.

Students may receive an additional five weeks to complete course-work if an IX grade is approved. If the IX is not approved, the student's current grade stands.

The Title IX Office determines whether supporting documentation is sufficient to approve an IX. Once supporting documentation is reviewed and deemed satisfactory, the Title IX Office will work with classroom operations to process the IX and notify the faculty to post the IX grade with the 5-week extension deadline date. Students are required to complete all work by that date and notify faculty when coursework has been submitted.

Modified Academic Responsibilities for Parenting Students

- Students with child caretaking/parenting responsibilities because of the birth of a child may request a Title IX accommodation period during the first six weeks from the time the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
 - Students whose spouse or partner gives birth may receive accommodations for up to six weeks after the birth of the child. Proof of birth is required for accommodations to be approved.
- During the modification period, the student's academic requirements will be adjusted, and deadlines postponed as appropriate, in collaboration among the Title IX Office, the student's academic counselor and course faculty.
- Students should work directly with course faculty to submit late work and must communicate to faculty when that work has been completed and ready to be graded.
- If for any reason students are not able to work with their course faculty to obtain appropriate modifications, students should notify the Title IX Office as soon as possible so they can help facilitate needed modifications.

Retaliation and Harassment

- University faculty and staff are prohibited from interfering with students' rights to take leave, seek Title IX accommodation, or otherwise exercise their rights under this policy.
- University faculty and staff are prohibited from retaliating against students for exercising their rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because students request leave or modification, file a complaint, or otherwise exercise their rights under this policy.
- Faculty who do not follow this policy and provide reasonable Title IX accommodation once a student discloses pregnancy or a pregnancy-related condition may be in violation of the Faculty Code of Conduct and disciplined accordingly.

Financial Aid Implications

Students receiving an accommodation pursuant to this policy must still maintain Satisfactory Academic Progress (SAP) and are responsible for repayment of financial aid funds received. Students should contact their Finance Advisor with any questions related to financial aid funds.

STUDENT CODE OF CONDUCT

A. Purpose

1. Students are accountable for their actions and are expected to conduct themselves ethically, honestly, and with integrity as responsible members of University of Phoenix (UOPX) community. This requires the demonstration of mutual respect and civility in all University-related activities and interactions. The Student Code of Conduct applies to all interactions whether conducted in-person, telephonically, via text, chat, email, social media, or through any other electronic platform, including any University learning management system.

2. As an internal administrative process, students are entitled to a fair and impartial review of any reported issue(s). Finding a student in violation of University policy and subject to sanctions must be supported by a preponderance of the evidence, meaning it is more likely than not that a violation occurred. When a student is unable to conform their behavior to these expectations as demonstrated by egregious or repeated violations, the student conduct process may determine that the student should no longer share in the privileges of participating in the educational community.

3. Assigned sanctions will take into consideration the context and seriousness of the violation. Sanctions are intended to provide students the opportunity to reflect on their choices, develop ethical decision-making, and bring their behavior into conformance with community expectations. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

B. Jurisdiction

Generally, University jurisdiction shall be limited to conduct that occurs on University property and/or at University-related events, online, or that adversely affects the University community and/or the pursuit of its objectives. The Director of Student Conduct, in consultation with the Vice President of Resolution Services, may also apply this policy to off-campus conduct and to actions online when the off-campus conduct, or online action affects a substantial University interest. The University has continuing jurisdiction over students who withdraw from the University while conduct proceedings regarding that student are still active or pending.

C. Definitions

Student: Any person currently admitted or registered or who participates in a University function, such as orientation, in anticipation of enrollment, or those individuals who were students at the time of an alleged violation as well as individuals on University premises or using any University system for any purpose related to admission or enrollment. Persons who are not officially enrolled but who have a continuing relationship as a student with the University are considered "students."

Intellectual Property: Property (such as an idea, invention, or process) that derives from the work of the mind or intellect.

Course Materials: Syllabus, discussion questions, worksheets, lectures or any other written or recorded material produced by the University or faculty.

Preponderance of Evidence: The standard or proof used to determine whether a student is responsible for a violation of the Code of Conduct.

Suspension: Suspension is separation of the student from the University for a specified period, after which the student is eligible to return. During suspension students are not allowed to attend any University class, University facility or University event. During the period of suspension, there is a hold on the student's University records which may prevent the student from obtaining transcripts, verifications, or a degree from the University.

Expulsion: Expulsion is permanent separation from the University and the termination of the student's status as a UOPX Student, and exclusion from all premises, privileges, and activities without the possibility of readmission.

Rescission of a Conferred Degree: Canceling and revoking a degree previously awarded by the University.

University Community: All individuals who have a relationship with or to the University (or had at the time of the incident), including but not limited to students, employees, faculty, contractors, consultants, suppliers, or other entities engaged by the University to provide services or goods when on University property or while acting in a capacity defined by their relationship to the University.

D. Prohibited Conduct

1. Academic Misconduct. The University requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept responsibility to ensure submission of academic work does not constitute academic misconduct as defined below.

Expectations of Students: It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions.

a. Plagiarism: The intentional or unintentional use of another's work, in whole or in part, without acknowledging the source and presenting that material as one's own academic work. This includes, but is not limited to:

- i. Reproduction and submission of another person's work, whether published or unpublished. This also includes using materials from third parties that sell or provide free of charge academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials.
- ii. Using another's ideas, written words, or intellectual property without properly acknowledging the source:

1. Quoting a source word-for-word without providing quotation marks and citations.
2. Submitting work that is substantially identical to another source in content and/or organization without appropriately citing the source.
3. Using other intellectual property in a work without appropriate citations, permissions, or rights (when applicable). Intellectual property includes but is not limited to images, presentations, videos, software programs, computer code, charts, figures, illustrations, and artistic or musical composition.

b. Cheating: Any attempt by a student to gain an unfair academic advantage by means other than their own knowledge. This includes, but is not limited to:

- i. Assisting another student to plagiarize, copy, or observe one's own work. This includes submission of work to third parties that sell or provide free of charge academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials.
- ii. Using the textbook, manuals, electronic devices, or other materials in a manner not authorized by faculty or the University.
- iii. Allowing another person, whether free of charge or for hire, to complete work on one's behalf, including any classroom post, assignment, quiz, test, exam, or similar evaluation, or doing the same in place of another person.
- iv. Providing or requesting assistance from another person in a manner not authorized in writing by faculty.

c. Fabrication or Falsification: Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results or relying on another source's results in any assignment without proper acknowledgment of that source. Fabrication includes citing sources that the student has not actually used or consulted.

d. Self-plagiarism, Double-Dipping, or Dovetailing: Submitting one's own academic work that is identical or substantially similar to one's own work previously submitted, unless specifically authorized by the course faculty or course curriculum.

e. Sale or Distribution of Course Materials: Delivering, uploading or distributing copyrighted course materials without the express permission of the copyright holder.

2. Behavioral Misconduct: The University requires that students adhere to the behavioral standards necessary to maintain a positive and productive learning environment. The following examples of prohibited misconduct are not exclusive or all-inclusive but are intended to provide examples of the types of behavior that may result in disciplinary action under the Student Code of Conduct.

- a. Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings or other University activities.
- b. Unprofessional conduct including threatening, bullying or verbal abuse of any member of the University community by any means (e.g., conduct, speech, written notes, learning management system [i.e., Blackboard] electronic mail, messaging, text, chat, etc.). This includes, but is not limited to, the use of threats, profanity, and demeaning or intimidating comments.
- c. Inflicting harm upon or reckless disregard for the health or safety of any person or taking any action for the purpose of inflicting harm upon any person.
- d. Engaging in discrimination or harassment as defined by the University's Equal Opportunity, Harassment and Non-Discrimination Policy.
- e. Retaliation, including but not limited to intimidation, threat, coercion, or any other type of discrimination or harassment because of an individual's complaint, report, or participation in a protected activity.
- f. Misuse of Access: Providing another person access to password or privacy protected University information, including but not limited to:
 - i. Sharing or providing logins or passwords allowing another access to student systems and information.

- ii. Sharing or providing verification information allowing another to pose as the student

- iii. Allowing or having unauthorized possession, duplication, sharing or use of means of access to any University building or property.

- g. Failure to comply with reasonable lawful requests or directives of University officials or agents, including security officers, acting in the good faith performance of their duties or interference with faculty or staff acting in the performance of their official duties.

- h. Carrying of weapons on University property or at University-sanctioned events, including firearms and any other item designed or used for inflicting bodily harm or physical damage. (This policy is not applicable to students who are law enforcement officers required, by law, to carry firearms at all times).

- i. Using, dealing in, or being under the influence of alcohol, illegal drugs, or other substances prohibited by local, state, or federal law (including cannabis) or use or possession of drug paraphernalia while occupying University property, at University-sanctioned events, or when meeting with campus personnel.

- j. Use of any tobacco or nicotine product, including electronic cigarettes or vaporizers while occupying University property, at University-sanctioned events, or when meeting with University staff or faculty.

- k. Acts of Dishonesty including but not limited to,

- i. Providing false or misleading information to any University official, faculty member or office.

- ii. Forgery, alteration, or misuse of any University document, record, or instrument of identification.

- iii. Aiding, abetting, or procuring another person to violate a University policy.

- l. Identity Theft

- i. Possessing or using another person's name, address, Social Security Number (SSN), bank or credit card account number, or other identifying information without that person's knowledge and consent.

- ii. Filing a false claim of identity theft with the University.

- m. Theft, unauthorized use or unauthorized possession of University property or services or property belonging to any member of the University community.

- n. Failure to use the University's computing and communication resources for approved educational purposes consistent with University policies and procedures.

- o. Any action that causes damage or which would tend to cause damage to University property or property of a member of the University community or other personal or public property.

- i. Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University property.

- p. Improper on Camera Behavior

- i. Failure to appear on camera dressed as if present in a physical classroom or office setting.

- ii. Failure to maintain an area free from disruption and/or distractions visible during camera communication.

- iii. Failure to behave, whether intentionally or unintentionally, in a professional manner.

- q. Making, sharing, or otherwise distributing any audio, video, photographic, or digital recording or image, which was taken without a person's prior knowledge or consent when the person being recorded would have a reasonable expectation of privacy, or where the recording is reasonably likely to cause injury or distress.
- r. Violation of published University policies, procedures, or standards.
- s. Inciting, aiding, or encouraging others to engage in a behavior which violates this Code.
- t. Committing or attempting to commit any act which would be a violation of federal, state, or local laws or regulations when such behavior is detrimental to the University community's interest.

E. Procedure for Processing Alleged Violations of the Student Code of Conduct

1. Investigation: Alleged violations will be investigated in a prompt, thorough, and impartial manner. Conduct Resolutions acts as the fact-finder and will explore information relevant to the allegation. Investigations involve obtaining available, relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses.

- a. During an investigation a student may be removed from class, campus-sanctioned events, or other University functions.
- b. A hold may be placed on the student's records at any point in the disciplinary process pending the resolution of all outstanding matters or to assure compliance with sanctions. This includes but is not limited to placing holds on future scheduling, degree conferral, receiving transcripts, or program updates.
- c. In exceptional circumstances, where the continued presence or participation of a student would present a serious threat to any other person or the University, it may be determined that an immediate suspension is warranted. A student who is immediately suspended will be withdrawn from any current course and may not attend any University class or event pending final resolution of the matter.

2. Notification: Following an investigation, if it is more likely than not that a violation has occurred, the student will be notified in writing of one of the following:

- a. Warning. A warning letter is notice to the student that a violation of the University Student Code of Conduct has occurred, and that continued or repeated violations of specified conduct may be cause for further disciplinary action. This letter is not appealable and no response from the student is requested or required.
- b. Charge. A charge letter is notice to the student that their alleged actions are in violation of the University's Student Code of Conduct and subject to the disciplinary process. These letters request a student response and are appealable.

3. Student Response: The student has ten (10) calendar days from the date of the Charge Letter to submit a written response to the University. The Response should include all relevant information and materials the student wishes the University to consider. The Response is also the student's opportunity to provide exculpatory evidence, and explain any extenuating circumstances relevant to the issue.

- a. If the student does not provide a written Response within ten (10) calendar days, the case will proceed without the student's input.

4. Decision

- a. Conduct Resolutions will apply a preponderance of the evidence standard to determine whether a violation occurred and determine what sanction(s), if any, are warranted.
- b. The decision and sanction(s) will be communicated in writing to the student.
- c. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased because of the alleged crime or offense, University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. Compliance of this disclosure does not constitute a violation of the Family Educational Rights and Privacy Act (FERPA).

5. Sanctions: If a violation is found, sanctions will be appropriate to the violation, taking into consideration the context and seriousness of the violation. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

- a. Students who are suspended or expelled from the University remain responsible for all tuition, fees, and charges associated with their attendance. Students sanctioned with expulsion have the right to appeal.

6. Appeals

- a. Appeals must be requested in writing to the University within ten (10) calendar days from the date on the decision letter. Appeals will only be accepted for review if the student can demonstrate one or more of the following:
 - i. New evidence which was unavailable to the student at the time of the initial response will substantially impact the original finding.
 - ii. University procedures were not followed.

If the student does not demonstrate either (i) or (ii), the appeal will be denied and the original decision is final.

- b. Appeals are heard by a Student Discipline Review Committee (SDRC). The SDRC is facilitated by an impartial administrator and is comprised of three (3) senior University representatives. The decision of the SDRC is final and will be communicated directly to the student.

University of Phoenix Professional Standards for Candidates in the College of Nursing

Candidates in the College of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients, clients, and agencies in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the College of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in the College of Nursing Programs before, during, and after clinical rotations, practicum, and/or preceptorships. The Professional Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of University of Phoenix, College of Nursing.

The College of Nursing adheres to the broader nursing community's ethical standards as well as additional professional standards put forth by the College of Nursing administration.

1. University of Phoenix Student Code of Conduct
Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.
2. American Nurses Association (ANA) Code of Ethics for Nurses
The College of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: <http://www.nursingworld.org/codeofethics>
3. Nurse Practice Act (by state)
Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state's nurse practice act. Candidates can locate this information here: <https://www.ncsbn.org/nurse-practice-act.htm>
4. ANA Principles for Social Networking and the Nurse
ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: <http://www.nursingworld.org/principles>
5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, practicum, and/or preceptorships.
6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.

7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.
8. The candidate refrains from disrupting the programs of the College of Nursing or its affiliates.
9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.
10. The candidate will adhere to College, School, Clinical, and Agency site policies and procedures.
11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct or Professional Standards.
12. Candidates in the College of Nursing will assume responsibility for their own health as well as their own behavior.

a. Transportation: Candidates in the College of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.

b. Personal Electronic Devices: Candidates in the College of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

A Candidate's ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff and campus management.

University of Phoenix Supplemental Standards for Candidates in College of Social and Behavioral Sciences Counseling and Human Services Programs

Candidates in College of Social and Behavioral Sciences programs leading to certification or licensure in Counseling and/or Human Services at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field placements, practicums, and/or internships as part of their academic program. As prospective human services workers or counselors, College of Social and Behavioral Sciences candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in College of Social and Behavioral Sciences Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements, practicums, and internships. The Supplemental Standards address a candidate's affective attributes and disposition to be a human services worker or counselor. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practica, and internships.
7. The candidate values human diversity and shows respect for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or counseling field.
10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of tests.
12. The candidate maintains a pattern of exceeding minimal requirements in courses, field placements, practica, and internships.

University of Phoenix Supplemental Standards for Candidates in College of Education Programs

Candidates in a College of Education program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more clinical experience placements (field placements) and a culminating clinical practice (student teaching practicum) as part of their academic program. As prospective educators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession in addition to the University's Student Code of Conduct.

The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

During the course of their program, including general education courses, candidates are expected to conduct themselves in accordance with the Student Code of Conduct, Professional Dispositions Rubric, and Supplemental Standards criteria. Faculty members will closely monitor a candidate's academic progress through a review of grades and dispositions. Should a student be reported for academic or behavioral issues under the Student Code of Conduct, they may also be referred to the College to undergo a Supplemental Standards review. The College may issue a referral with or without a corresponding Student Code of Conduct warning or charge.

Supplemental Standards

The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements and practicum. The Supplemental Standards address a candidate's affective attributes and disposition to be an educator. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process and believes that all students can learn.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements.
7. The candidate appreciates and values human diversity and shows respect and fairness for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the education field.
10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, and staff, as well as in preparation and submission of required course work, and the completion of tests.
12. The candidate maintains a pattern of exceeding minimal requirements in course and field placements.

University of Phoenix Supplemental Standards for Candidates in Administration and Supervision Programs

Candidates in a College of Education program leading to certification or licensure as school administrators at the University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. As prospective administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in Administration and Supervision Programs ("Administration Supplemental Standards") apply to these degree candidates throughout their academic program and internship. The Supplemental Standards address a candidate's affective attributes and dispositions to be an administrator. A corresponding Administrator Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Administration Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. These supplemental, dispositional standards are adopted from the Administrator Dispositions Index items based on the work of the Council for Chief State School Officers (2003) and the National Association of Secondary School Principals (2001).

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.
2. The administrator candidate values and is committed to life-long learning for self and others.
3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.
4. The administrator candidate is committed to establishing a safe and supportive learning environment.
5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.
6. The administrator candidate is committed to ethical principles in decision-making.
7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.
8. The administrator candidate believes in involving stakeholders in order to work toward common goals.
9. The administrator candidate values and is committed to timely communication to inform the community and public.
10. The administrator candidate recognizes and addresses the feelings, needs, and concerns of others.
11. The administrator candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.
12. The administrator candidate welcomes responses from others and actively works to form partnerships with parents.
13. The administrator candidate believes that risks must be taken to improve schools.
14. The administrator candidate believes and is committed to continual school improvement.
15. The administrator candidate is committed to motivating others to enhance professional and organizational growth.

Policy on Nursing Ethics and Professional Competence

The University of Phoenix Policy on Nursing Ethics and Professional Competence is defined as compliance with the following nursing guidelines:

University of Phoenix Professional Nursing Responsibilities. American Nurses Association Code for Nurses.

The policy sets forth expectations and regulations for professional and ethical conduct by students enrolled in College of Nursing programs. The policy states that all forms of unethical behavior or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal process to the College of Nursing.

Expectations for conduct and the standards are discussed in the beginning classes for College of Nursing programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University. The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

Students determined to be in violation of ethics standards may be sanctioned, which may include expulsion from the University.

STUDENT GRIEVANCES AND DISPUTE RESOLUTION

The University of Phoenix (UOPX) has established specific processes for students to submit grievances for violations or misapplication of a current policy, procedure, or established practice. Except as otherwise provided, students should first attempt to informally resolve their concerns with the department representative(s) involved or a supervisor as set forth in Step One below. If the issue cannot be resolved through informal means, the student may file a formal grievance in writing with Resolution Services for an impartial evaluation.

Grievances related to academic policies, including but not limited to, Grades, Grade Disputes and Corrections, Academically-Related Appeals, Student Code of Conduct, and Supplemental or Professional Standards, must first adhere to those procedures before filing a formal grievance with Resolution Services.

Issues related to student financial aid eligibility will be addressed as described in the Consumer Information Guide (CIG.) Resolution Services role is to ensure CIG policies are followed.

Grievances relating to financial aid processing and account balances should be reviewed by the appropriate University department representative and supervisor before being submitted to Resolution Services. When such a grievance is received by Resolution Services, an independent review of the student's financial aid file will take place.

Student grievances and appeals not addressed in policy can be submitted in writing to Resolution Services, who will determine the appropriate course of action. Resolution Services will maintain a record of formal grievances.

Any grievance alleging harassment or discrimination will be addressed under the University's Equal Opportunity, Harassment and Nondiscrimination Policy.

This policy is intended to address disputes between a student and the University and create a framework by which a student and the University can resolve disputes. The University strongly recommends using the resources identified in Steps One, Two and Three to resolve disputes. None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

Step One: Internal Resolution

Students should first attempt to resolve any dispute or issue by contacting the following individuals/departments, and using the process set forth in the corresponding section(s) of the Academic Catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the Academic Catalog to gain a more complete understanding of the processes associated with reporting and resolving disputes.

- Allegations of sex discrimination, sexual harassment, or other forms of discrimination: Title IX Coordinator, Resolution Services. See Equal Opportunity Harassment and Nondiscrimination Policy for applicable definitions and procedures.
- Student Code of Conduct Violations: Director of Student Conduct, Resolution Services. See Student Code of Conduct for applicable definitions and procedures.
- General Student Grievances: Director of Student Grievances, Resolution Services.

- Student Grievances relating to financial aid, account balances, or collections: Student Financial Services.
- Academic Policy: Student Appeals Center, Resolution Services.
- Grade Disputes: College Dean or designee. See Grade Dispute Policy

Step Two: Mediation

If a dispute is not resolved as a result of Step One, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association (AAA) for the purpose of having a neutral mediator appointed in accordance with AAA's mediation rules.

The mediator shall schedule the mediation as expeditiously as possible. All parties will have the opportunity to attend and participate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all mediations, any resulting resolution must be mutually agreed to by the parties, which shall constitute a final and binding resolution of the matter.

Step Three: Binding Arbitration

If a dispute is not resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

- The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association ("AAA"). Except as provided in this Agreement, the arbitration shall be held in accordance with the then current Consumer Arbitration Rules of the AAA ("AAA Rules"). The AAA Rules are available by navigating to the "Rules and Procedures" section of www.adr.org, or by requesting a hard copy from the University Legal Services, currently at 4035 S. Riverpoint Parkway, Phoenix, Arizona 85040.

- In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, and present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.
- Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.
- The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.
- The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties.

A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.

Complaints to the Bureau for Private Postsecondary Education

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Student Loans and Financial Aid

If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If you have received federal student financial aid funds, you are entitled to a refund of moneys not paid from federal student financial aid program funds. Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and

Responsibilities Statement, <http://www.direct.ed.gov/pubs/dlrights.pdf>, attached to the Master Promissory Note (MPN).

Student Address Changes

Students are **required** to immediately notify the University any time they change their current address. Students can provide this notification by updating their current address in the Contact Information section of their profile on the student website (<http://my.phoenix.edu>).

If you are a student enrolled in any of the following programs that prepare for licensure or certification, you will also need to contact your University Advisor if your current address changes to another state or jurisdiction:

Bachelor of Science in Education/Elementary Education (BSED/E)
Bachelor of Science in Education/Early Childhood Education (BSED/ECH)
Bachelor of Science in Liberal Studies (BSLS)
Master of Arts in Education/Elementary Teacher Education (MAED/TED-E)
Master of Arts in Education/Secondary Teacher Education (MAED/TED-S)
Master of Arts in Education/Special Education (MAED/SPE)
Master of Arts in Education/Administration and Supervision (MAED/ADM)
Alternative Pathway/Elementary Education (CERT/AP-E)
Alternative Pathway/Secondary Education (CERT/AP-S)
Alternative Pathway/Special Education (CERT/AP-SE)
Bachelor of Science in Nursing/LPN/LVN to BSN (P/VN/BSN)
Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP)
Master of Science in Nursing/Family Nurse Practitioner (California) (MSN/FNP-CA)
Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM)
Master of Science in Nursing Concentration in Nurse Education (MSN/NED)
Master of Science in Nursing Concentration in Informatics (MSN/INF)
Doctor of Nursing Practice (DNP)
Post Master's Certificate in Nurse Administration (CERT/NAD)
Post Master's Certificate in Nurse Education (CERT/NED)
Post Master's Certificate/Family Nurse Practitioner (FNP)
Bachelor of Science in Nursing (BSN)
Bachelor of Science in Nursing (Competency Based) (BSN-CB)
Bachelor of Science in Social Work (BSSW)
Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH)
Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT)
Master of Science in Counseling School Counseling (MSC/SC)

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ACADEMIC POLICIES

Academic Advisement

All students will have an Academic Counselor to support them in their educational journey from the start of their first class until after graduation. Academic Counselors work with students holistically on needs that exist both inside and outside of the classroom. Academic Counselors collaborate with students on the development of their individualized academic plans, assist with educational milestones, and maintain the commitment to earn a degree. Academic Counselors also educate students regarding the requirements of their academic program, ensure that students have the information they need to make informed decisions about their career goals, and provide coaching to support students in overcoming any obstacles that may arise on their path to graduation.

Additional services available on the student website include transfer credit summaries, official grades, program GPA, the ability to request transcripts, and access to a variety of career resources. All students are notified of their official transfer of credits at the time of official evaluation and may review their official transcript evaluation, which includes evaluation of course waivers for core courses in the student's degree program. Progress toward degree completion can be reviewed at any time on their student website.

Registration

Applicants to the University must enter into the most current program of study available in their state or jurisdiction and modality. Students must sign an Enrollment Agreement for the program of study which they intend to pursue. The student's Enrollment Agreement defines the student's curriculum and program requirements. The executed Enrollment Agreement will be effective for one year from the date signed. A signed Enrollment Agreement must be on file before students are allowed to start class.

A Social Security number (SSN) is required to be recorded on a student's education record if the student has or will receive US Federal Title IV funding, US Federal Veterans Affairs funding, and/or US educational tax credit/T-1098. Students who have not or will not be receiving these types of funding will need to complete the Social Security Number Override Verification form if the student prefers to have the SSN omitted from their education record. Should the University be made aware that US Federal Title IV funding, US Federal Veterans Affairs funding, and/or US educational tax credit/T-1098 has or will be disbursed to a student, the student's SSN will be added to their education record by the Registrar's Office. If this occurs, the student will be notified by the Registrar's Office that the SSN Override has been administratively rescinded.

Official Evaluation

The Office of Admission and Evaluation (or designees) reviews applicants' required admission documents to render an official evaluation decision.

A signed Enrollment Agreement must be on file prior to completing the official evaluation, and must be signed within 90 days of the Admission Application or Program Change Addendum. Upon completion of the evaluation, the student will be placed in the 'OF' Evaluation Status and will receive official communication of the decision.

Admission Statuses

University of Phoenix (UOPX) recognizes the following admission statuses for degree and credit-bearing certificate seeking students:

Applicant: (RR)

Applicants qualify for Applicant (RR) status after account creation while completing the application for admission. Students in RR admission status are being evaluated for admission to the University. Students on RR admission status may attend up to four UOPX courses upon signing the Enrollment Agreement and payment of the application fee (if applicable).

Orientation Pending: (OP)

Applicants to designated undergraduate programs requiring the University Orientation Workshop, who list less than 24 previous college credits as recognized by the University on the admissions application, will be placed in Orientation Pending (OP) admission status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admission status must satisfactorily complete the University Orientation Workshop.

Admitted with Condition: (AC)

Admitted with Condition (AC) status is applicable for a University sponsored risk-free period for designated programs. Applicants will be eligible for this status if they meet the following criteria:

- Have not previously been admitted as a regular student to the University
- Have not previously attended a credit-bearing course with the University

Students will be placed in AC status after all admission documents have been received, the admission file has been reviewed, and the minimum admission requirements for the chosen program have been met. As a condition of admission, students on AC status must meet class attendance requirements in the fourth week of their first course (or after) and have all transfer credits evaluated prior to being unconditionally admitted.

En-route Credential: (EC)

Students who are pursuing an en-route credential on the way to earning a higher-level degree program will be placed in En-route Credential (EC) admission status for the lower level program being earned en-route. A student's admissibility as a regular student will be enforced and maintained under the degree program associated with the student's Enrollment Agreement.

Admitted: (AM)

Applicants will be granted unconditional admission and placed in Admitted (AM) status after all admission documents have been received, the admission file has been reviewed, and all admission requirements and conditions for the chosen program have been met.

Deferred: (DF)

Applicants will be placed in Deferred (DF) admission status if documents or information required for admission (AM) are missing from the file. Applicants will remain on DF status until the required documentation or information is received. Applicants in DF status cannot attend class and will be administratively withdrawn from the University until the status is resolved.

Provisional: (PV)

Students in designated master's degree programs who meet all admission requirements except the minimum GPA requirement for their program may be admitted in Provisional (PV) status. Students admitted in PV status must achieve a GPA of 3.0 in their UOPX coursework by the end of the fourth completed program applicable course. Students with a GPA below 3.0 at the end of the fourth completed program-applicable course will be disqualified for admission (DA) and will remain in PV admission status. Concurrent enrollment is prohibited in this status.

Effective for Enrollment Agreements signed 7/1/2020 or later: Students admitted in PV status will not be placed on Academic Probation (AP) status within the first four program-applicable courses completed at the University. If students do not achieve a GPA of 3.0 by the end of their fourth course, when they return from Disqualified for Admission (DA) status they will also be placed on AP status.

The following criteria will apply to courses completed as part of the PV requirement:

- Non-credit-bearing coursework will not be counted.
- Students may repeat courses. Repeated courses, designated with a repeat (R) code on the transcript will count toward the four course PV requirement.

Applicant International Credentials: (RI)

Applicants will be placed in Applicant International Credentials (RI) status if the applicant is applying to UOPX using copies of international credentials. Applicants will not be granted unconditional admission using copies of international credentials until verification or an original international academic record is received. Students in RI admission status may attend up to four UOPX courses.

Non-Degree: (ND)

Applicants interested in taking coursework at the University, but not interested in pursuing a degree or credit-bearing certificate, may register as non-degree students and be placed in Non-Degree (ND) status.

Denied for Cause: (DC)

Applicants who have violated a University policy or procedure or who have committed some other act which, if he or she were already a student would pose a risk to the University or would subject him or her to sanctions for violating the Student Code of Conduct, will be placed in Denied for Cause (DC) status and will be administratively withdrawn from the University.

Denied: (DN)

Applicants will be placed in Denied Admission (DN) status and will be administratively withdrawn from the University if the minimum requirements for admission to a program are not met.

Admission Deadline Exceeded: (DE)

Students who are unable to attain AM status by the completion of their fourth course will be placed in Admission Deadline Exceeded (DE) status and administratively withdrawn from the University.

Re-entry Required (RE)

Students who were previously placed in one of the following admission statuses for a program, but who have not posted positive attendance in a course for the time designated by the Academic Program Re-entry policy, will be placed in Re-entry Required (RE) admission status: AM, PV, IV, OP, or AC. Students placed in RE status may return to their academic program if they meet the criteria outlined in the Academic Program Re-entry policy and their specific program policy.

Prior Learning Assessment

Prior Learning Assessment Eligibility Guidelines

University of Phoenix (UOPX) offers Prior Learning Assessment (PLA) as an option by which officially evaluated students can earn assessed credits toward degree completion requirements.

All prior learning must have academic equivalence to college-level learning to be awarded credit.

- All coursework, professional training, and experiential learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the post-secondary level as defined by the University's acceptable transfer activity policy.
- Credit is granted for demonstrated knowledge, not for experience alone. Learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

Students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential journals upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in experiential journals conforming to the writing standards required of all students enrolled at UOPX.

Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activities, the UOPX required course of study, or topics from other submissions for credit.

UOPX integrates best practices and frequently consults and reviews standards from industry leaders such as the Council for Adult Experiential Learning (CAEL) and the American Council on Education (ACE) when assessing prior learning.

UOPX recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University's PLA department.

Courses which have been transcribed for academic college-level credit by a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

UOPX or Apollo Education Group noncredit courses and certificates resulting in Continuing Education Units (CEUs), Professional Development Units (PDUs), or Contact Hours cannot be submitted to the University's internal PLA department for assessment.

PLA may apply toward both the lower division and upper division credit requirements of the University's undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student's residence. PLA may also apply toward graduate level requirements upon the assessment and review of the activity by the appropriate college in which the associated graduate-level program or courses reside.

Students may not rewrite an experiential journal more than once. Students may submit a completed experiential journal up to 90 days after a journal topic has been removed or modified from the Approved Journal Topic List.

The University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

Prior Learning Assessment Credit Assessment

Credit is awarded based on clock hours or academic content equivalence as determined by Prior Learning Assessment (PLA) evaluators, one of the University's colleges, or the Provost's Office. All applicable coursework and training determined to be post-secondary content using a clock-hour conversion will be evaluated for PLA credit using the following clock hour-to-credit ratio:

- 15 in-person classroom instruction clock hours = 1 semester credit
- 30 laboratory/clinical clock hours = 1 semester credit
- 30 self-paced study clock hours = 1 semester credit

If an item submitted for professional training review is determined by the PLA evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential journals will be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Journal Topics List.

With an approved journal, the student will be awarded the credit as indicated in the journal submission documentation. Incomplete or unsatisfactory journals will not be awarded credit. No partial credit will be awarded for journals.

Experiential journals will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

Assessed credits will appear on the student's University of Phoenix transcript after they are awarded.

Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered.

A student enrolled in an associate degree program may earn a maximum of 15 credits for experiential journals and a student enrolled in a bachelor's degree program may earn a maximum of 30 credits for experiential journals.

Corporate Agreement - Credit Recommendation Guide

The University creates corporate agreements with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations are created in the format of a Credit Recommendation Guide (CRG).

CRGs define transferability, applicability, and individual credit recommendations of corporations' professional training/seminars (assessed as comparable to college-level learning) to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs, as content may change over time.

Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in PLA Credit Assessment. A list of corporations with which University of Phoenix has established corporate agreements can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html.

Prior Learning Assessment Fees

There are no fees associated with the services rendered or awarding of credit through Prior Learning Assessment.

Standardized Credit Recommendations

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution's discretion.

Credit awards are applied toward UOPX Degrees. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Student Academic Standing

The University recognizes the following student academic statuses for degree and certificate seeking students:

Regular (RG)

student is compliant with applicable academic standing and progression program requirements.

Disqualified for Admission (DA)

results when provisionally-admitted students fail to achieve the minimum-required GPA at the end of the Provisional Admission (PV) period. The date of disqualification is determined by the course end date of the final course completed within the PV period. Students placed on DA status:

- will be administratively withdrawn from the University and are not eligible to reapply until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have completed the disqualification period.
- upon returning are required to retake or replace the program applicable course(s) that have the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Academic Disqualification (AD)

results when students on Academic Probation (AP) fail to achieve the minimum-required GPA at the end of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the AP sequence. The University will note the date a student is placed on and removed from AD on the permanent transcript

Students placed on AD status:

- will be administratively withdrawn from the University and are not eligible to return until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.

- upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)

results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the program GPA based on attempted credits. The University will note the date a student is placed on and removed from SD on the permanent transcript.

Students placed in SD status:

- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by University policy.
- may not transfer to another program (including concentration, emphasis, specialization, or major) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

results when a student is suspended for a designated period or indefinitely from the University. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed in SS status will not be allowed to continue in their program or transfer to another program (including concentration, emphasis, specialization, or major) until the designated period for the suspension has ended and/or the student's status has been updated.

Expulsion (EX)

results when a student is administratively withdrawn from the University and not permitted to return under any circumstance. The date of expulsion is noted on the official transcript.

Program Academic Standing

The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG) - Student is in compliance with applicable academic standing and progression program requirements.

Academic Probation (AP) - Students will be placed on AP status when their program grade point average (GPA) falls below the minimum GPA required in their program. Students on AP status are restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence. Concurrent enrollment is prohibited in this status.

Scholastic Probation (SP) - Students in competency-based education (CBE) programs will be placed on Scholastic Probation (SP) program academic status if a NM grade is earned in a course. If a student repeats a course due to receiving a NM grade and receives a grade of NM on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the program. Students who have been placed on SP status:

- must retake the course to be repeated at the earliest available scheduling opportunity.

Note: The earliest available scheduling opportunity is the soonest feasible opportunity for the student to take the repeat course, without requiring the student to drop a course in which attendance has been met. Retake course scheduling opportunities are ranked in preferred order below:

- If the student is going to earn a NM grade because they have failed the final attempt at a competency during the course (i.e. before the course end date), the repeat course should be scheduled in place of a course in the next scheduled block, before the start date for that block of courses.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, and the student has not yet posted attendance in all of the courses in that block, the retake should be scheduled in place of another course in that block in which the student has not yet posted attendance.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, the student may add the retake to the current scheduled block of courses, if adding it will not result in more than four concurrent courses on the schedule.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, the student has posted attendance in all of the courses in that block, and it is either not permissible (due to the number of courses on the schedule) or not conducive to academic success to add the course to the current scheduled block of courses, the student can defer the retake until the next scheduled block of courses.
- may not transfer to another program or major without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Additional SP status requirements apply for students in the BSN-CB program; those requirements are documented in the BSN-CB program policy.

Students enrolling into an associate or bachelor's degree program (excluding nursing programs) who do not have positive recorded attendance in a UOPX course prior to 7/1/2019, and who have not completed more than three previous cumulative GPA (CGPA) applicable UOPX courses that started on or after 7/1/2019, will not be placed on AP within the first four CGPA applicable courses completed at the University. Upon completion of the fourth course, students who are below their minimum required program GPA will be placed on AP status and restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program.

UOPX courses completed with W, W/F, P, AU, QC, NC, or WC grades will not count towards the four course AP sequence.

Courses for which Academic Forgiveness has been used will count toward the four course AP sequence.

Students must fulfil the requirements of each status on their record (i.e., admission, program academic, and student academic), regardless of what combination of statuses have been applied (e.g., a student may be on PV admission status and AP program academic status concurrently and must fulfil the requirements of each status.)

Students who add or change their program or version will have their Program Academic status evaluated at the time of official evaluation into the new program or version based on the applicability of previously completed UOPX coursework.

Course Status

The University recognizes the following course statuses:

AW (Administrative Withdrawal)

Student has been withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

AU (Audit)

Student has received appropriate approvals to observe the course and will not receive a letter grade.

CO (Completed)

Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade. For competency-based education (CBE) courses, the student has met the attendance requirement and has received a MA, ME, or NM grade.

DR (Dropped)

Student was in a SC or EN course status and has requested to be removed from the course. The student has not met the minimum attendance requirements in the course. Students enrolled in a CBE program may drop courses for which attendance requirements have been met if they are requesting to drop all of their concurrently enrolled courses.

EN (Enrolled)

Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements. For CBE students, the student has met the course attendance requirement, and continues to meet the academic engagement requirement.

OB (Obsolete)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

SC (Scheduled)

Student has been scheduled for a course and no class attendance has been posted.

TA (Insufficient Attendance)

Student has been automatically removed from the course due to not meeting minimum class attendance requirements and/or the CBE academic engagement requirement.

WI (Withdrawn for Admissions)

Student has not been officially evaluated or student has been removed from Admitted (AM) status after completing five courses.

WO (Waived with Credit)

The Office of Admissions and Evaluation or the Registrar's Office has processed a waiver.

WP (Withdrawn for Prerequisite)

Student has failed to meet the course or program prerequisite requirement.

WV (Exemption)

Course has been waived without credit.

Candidacy Statuses

Level 1 Candidate Status: Level 1 candidate status is determined at the time of admission and is based on the admission requirements for the desired program. Not all programs have a candidate status requirement.

- 1S: Level 1 Candidate Status Satisfied: Applicant has met admission requirements and has been admitted.
- 1N: Level 1 Candidate Status Not Satisfied: Applicant has not met admission requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 candidate status. Applicants in a 1N candidate status are restricted from taking courses and are administratively withdrawn from the University until admission requirements are met.

Level 2 Candidate Status: Level 2 candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.

- 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate with a status of 2N will be administratively withdrawn from the University and restricted from attending any future courses until the requirements are met.

Enrollment Status

The University recognizes the following enrollment statuses:

Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for their program is at least 6 credits for an academic year, the student is meeting course attendance and-for Competency Based Education (CBE) programs-- academic engagement requirements, and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.

Enrollment Status	Code	Definition
Active Less Than Half Time	L	The student's required academic workload for their program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is meeting course attendance and (for CBE programs) academic engagement requirements and student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and IX grades are excluded from the 14 day out of attendance calculation.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official, or administrative.
Academic Complete	C	Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University Registrar's Office officially conferred the degree.
Graduated	G	The student has completed all program requirements and degree is conferred.
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in their program.

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the most recent activity.

Student Falsification of Information

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

Exceptions to Academic Policy - Student Appeals Center

Requests for exceptions to academic policy must be submitted in writing to the Student Appeals Center (SAC). Exceptions may be granted based upon academic rationale and the student's individual circumstances. Students must provide the reason(s) why an exception should be granted, refer to each specific policy being appealed, and provide all relevant supporting documentation. The SAC determines the eligibility of the request and whether it will go forward.

If a student's initial SAC appeal is denied, that decision may be reviewed by a SAC 2nd Level Committee if the student provides new information not previously considered.

SAC decisions are ineligible for appeal through any other entity within University of Phoenix (UOPX).

Grading Procedures

Course grades can be viewed on the student website (<http://my.phoenix.edu>) on the Academic Plan tab. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Official Transcript under the Quick Links listing. Faculty members are required to post final grades within seven days of completion of the course. The University has established the following grading guidelines to be complied with by all faculty.

Grade Definitions

Student grades represent the work and knowledge level attained within the regularly scheduled course dates. Only the faculty member assigned to teach a specific course is authorized to issue grades to the students in the course. Final grades may only be changed by the faculty member after the grades have been submitted if an approved formal grade dispute is on file or if the faculty member determines the original grade was improperly calculated.

Effective 9/1/2007, the University of Phoenix (UOPX) has established the following grading guidelines with which all faculty must comply:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.67
A-	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .67
B-	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		

Competency-Based Education (CBE) Grades:

Grade	Quality Points
MA	= 4.00
ME	= 3.00
NM	= .00

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete

IP = In Progress

IX = In Progress extension

W = Withdrawal

W/F = Withdrawal failing

P = Passing

AU = Audit

QC = No grade awarded

NC = No credit

WC = Waived with credit

The minimum passing grade for a University course is D-; however, some University programs and courses require higher minimum grades. Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points, as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high levels of originality and creativity.

B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.

C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.

D = Minimally acceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.

F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

I = INCOMPLETE. Student is granted extension to complete assignments. A student who receives an Incomplete is given up to five weeks, at the discretion of the faculty, beginning five days after the scheduled course completion date, to complete the course requirements and receive a grade.

Each assignment submitted during the Incomplete extension period will receive a 20% deduction, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an Incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an Incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of deducting 20% per assignment submitted during the Incomplete extension period shall be waived for deployed students.

IP = IN PROGRESS. An IP grade may be awarded in the following instances:

- IP grade can only be awarded in qualified courses by the instructor. The IP grade allows the student additional time to complete requirements. IP grades will default to a QC or an F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe. Faculty are not required to subtract one letter grade for IP grade awards.

IX = IN PROGRESS EXTENSION. An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who are approved for reasonable accommodations under the Americans with Disabilities Act (ADA) or Title IX.
- For ADA: A new IX course completion date for ADA accommodations must be determined by the Disability Services Advisor. The Registrar's Office will work with the Disability Services Advisor to determine the IX course completion date for ADA accommodations.

- For Title IX: A new IX course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Coordinator to determine the IX course completion date for Title IX accommodations.
- Students who are approved for reasonable accommodations will not have their grades penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.

QC = No grade awarded. A QC is awarded in the following instances:

- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

W = WITHDRAWAL Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the University. A "W" grade will be issued in the following scenarios:

- The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.

WF = WITHDRAWAL/FAILING Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one week of a course and reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

UOPX required course, waived with credit.

CBE Grade Definitions:

MA = MASTERED. A grade of MA is given for performance of demonstrated competency that exceeds course expectations as defined for course competencies. A grade of MA is equivalent to an A in traditional grading formats. Students must achieve a grade of MA for all required competency assessments to be issued a grade of MA for a course and be awarded credits.

ME = MET. A grade of ME is given for performance of demonstrated competency that meets course expectations as defined for course competencies. A grade of ME is equivalent to a B in traditional grading formats. Students must achieve a minimum grade of ME on all competency assessments to be issued a grade of ME for the course and be awarded credits.

NM = NOT MET. A grade of NM is given for performance that does not demonstrate the minimum competency level expectations for a course. A grade of NM is issued when all attempts at any one competency have been exhausted without a passing grade, or students do not achieve a grade of ME - or higher - for all competencies in a course by the end course date.

W = WITHDRAWAL. Student has recorded positive class attendance, and withdrew from the course due to any of the following scenarios:

- Student failed to meet the academic engagement requirement for their program (exceeded 14 consecutive days without an academically-related activity in any CBE course in their program)
- Student has been administratively withdrawn from the University and/or program during the course.

I = INCOMPLETE. Student granted extension to complete assignments. A student who receives an incomplete is given five (5) weeks, from the scheduled course completion date to complete the course requirements and receive a grade. An incomplete may be requested as of the start of week 15, up through the Friday before the course end date, provided that the student is meeting the following criteria:

- Has met the course attendance requirement and is meeting the academic engagement requirement.
- Has successfully completed and received a grade of ME - or higher - on the majority (e.g., two out of three assessments) of the required competency assessments in a course.

To ensure optimal focus on completing assessments, students are not permitted to pursue more than five courses concurrently, whether those are courses with I grade extensions or courses the student is currently enrolled in. Students who receive approval for more than one I grade in their current block of courses will be required to drop the requisite number of courses from their next scheduled start date to ensure that they are not pursuing more than five courses concurrently (e.g., a student approved for two I grades, who has four courses scheduled in their next block, will be required to drop at least one of those four courses).

Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension.

IX = IN PROGRESS EXTENSION. An IX grade may be awarded in the following instances:

This grade is only awarded to eligible students who are approved for reasonable accommodations under American Disabilities Act (ADA) or Title IX. An IX may be granted provided that the student is meeting the following criteria:

For ADA: A new IX course completion date for ADA accommodations must be determined by the Disability Services Advisor. The Registrar's Office will work with the Disability Services Advisor to determine the IX course completion date for ADA accommodations.

For Title IX: A new IX course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Coordinator to determine the IX course completion date for Title IX accommodations.

Students who are approved for reasonable accommodations will not be penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX.

IX grade will default to a NM when the course exceeds its expiration date and no grade has been submitted.

The faculty evaluator issues grades for CBE competencies and courses. Only grades earned for a CBE course are listed on student transcripts. Grades for individual CBE competency assessments are not listed. Students have a maximum of 16 weeks to complete all competency assessments within a CBE course.

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree or certificate program. Program GPA is the sum of the student's UOPX program-specific quality points divided by the sum of the student's UOPX program attempted credits.

UOPX cumulative GPA is a calculation of all completed UOPX courses. Cumulative GPA is the sum of the student's UOPX quality points divided by the sum of all the student's UOPX attempted credits.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.67
A-	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .67
B-	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		

Program applicable coursework that may not apply toward the program in terms of credit but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the program GPA.

Students wanting to improve their GPA may repeat a previously completed course, or complete an equivalent. The initial course will be removed from the GPA calculations, and the most recent course will be applied and calculated regardless of the grade earned. Additionally, the credits earned for the initial course will no longer apply to the student's record. Academic Standing and Scholastic Disqualification policies will need to be referenced within each program for additional guidelines or limitations.

Academic Forgiveness

- University of Phoenix (UOPX) provides the following academic forgiveness options for students.
 - Course Repeat:** Students wanting to improve their GPA may repeat a previously completed course or complete an equivalent. The initial course will be removed from the GPA calculation, and the most recent course will be applied and calculated regardless of the grade earned. Additionally, the credits earned for the initial course will no longer apply to the student's record. Refer to Academic Standing and Scholastic Disqualification policies within each program for additional guidelines or limitations.
 - Academic Reprieve:** To allow for a student's program GPA to recover from lower grades earned due to extenuating life circumstances, students enrolled in an undergraduate degree program, who have completed at least four GPA-applicable UOPX courses, may request to have two course grades removed from calculating into their program GPA for the duration of their undergraduate studies at UOPX. Students enrolled in a graduate degree program, who have completed at least four GPA-applicable UOPX courses, and who are not on Provisional Admission (PV) status, may request to have one course removed from calculating into their program GPA for the duration of their graduate studies at UOPX. Doctoral and certificate programs are not eligible for Academic Reprieve.
 - Courses removed from the program GPA through Academic Reprieve will continue to apply to the cumulative GPA.
 - Required course of study courses in which students earned a non-passing grade, and any course that earns a non-passing grade as a result of a student code of conduct sanction, are not eligible for Academic Reprieve. Additionally, courses that have a minimum grade requirement are not eligible for Academic Reprieve; this may include capstone, practicum, clinical, internship, field placement, and student teaching courses.
 - Students who request Academic Reprieve for a course that received a passing grade will continue to receive credit for the course after the grade has been removed from the program GPA calculation.

- Students using Academic Reprieve for a general education or elective course that received a non-passing grade will have the grade removed from their program GPA, but will be required to satisfy the applicable requirement through another UOPX course or an acceptable transfer activity.
- All courses and their associated grades, for which grades are removed from the program GPA calculation as part of the University's Academic Forgiveness policy, will continue to appear on the student's official transcript.
- Students are not eligible to apply Academic Reprieve to a program after the degree has been conferred.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at <http://my.phoenix.edu>. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Official transcripts can be released, for a \$15 fee, when a student is in compliance with their payment option. If there is a financial hold on a student's record and they meet one of the scenarios below, they can contact the Admissions and Records Service Center at 800.866.3919 to determine if they meet the criteria for a transcript release exception:

- Student has graduated from a previous University of Phoenix program on record and previously satisfied their financial obligations for that program
- Student has filed for bankruptcy and has provided University of Phoenix with a copy of the bankruptcy petition filed in the courts
- Student is a current California resident

Students can order their official transcript on their student portal or on the National Student Clearinghouse site at <https://www.studentclearinghouse.org/students/>. Students near Phoenix, Arizona can pre-order and pick up (by appointment only) their transcript with a photo ID by calling the Admissions and Records Service Center at 800.866.3919 during regular business hours (8:00AM - 5:00PM, MST).

The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, disc or electronic imaging system.

Record Retention

The University maintains students' transcripts, transcript keys and transfer credit information permanently pursuant to its records retention policies. For information on retention periods for other types of student records, please contact the Registrar's Office.

Grade Disputes and Corrections

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or the faculty member determines the original grade was improperly calculated.
- Requests or disputes related to grades must be resolved by the faculty member in accordance with academic policies. The faculty member's decision is final, unless the dispute alleges discrimination or harassment.
 - Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
 - Disputes challenging a grade that also allege discrimination or harassment by the faculty member are addressed according to the Equal Opportunity, Harassment, and Nondiscrimination policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the relevant director of academic affairs, or designee, who may mediate a resolution between the student and faculty member. The decision regarding whether to change the grade rests solely with the faculty member when adhering to academic policies.
- Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.
- Decisions for grade disputes must be rendered prior to credential conferral.

Add or Change Program or Modality

Students changing their program or adding an additional program must enter into the most current program available in their state or jurisdiction.

Students making a permanent change from one modality to another (e.g., online to local campus, or local campus to online) are required to sign a new Enrollment Agreement specific to the new modality.

The following policies apply to students enrolled in a competency-based education (CBE) program who opt to change into a non-CBE program.

- Students cannot change programs while active in a CBE course.
- Students enrolled in a CBE program are not eligible to dual-enroll in any other program.

Students may not change to a CBE program from any other program (including another CBE program).

Credential Conferral

The Registrar's Office will confer a student's degree or certificate upon the completion of all academic program requirements. Following credential conferral, the University will issue one physical diploma or certificate to the student, and one digital copy of the diploma or certificate (which can be authenticated on the University's website), with the approved name, address, and email address indicated by the student on their student website. If a diploma name is not provided on the student website, the certificate or diploma will be issued with the official name recorded in the student information system.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied. Degree and certificate conferral dates cannot precede the date the program was approved and became available in the student's state or jurisdiction.

Once a credential has been conferred, modifications cannot be made to a student's official academic record (e.g., students taking coursework to improve their program GPA).

Degree Posting

Degrees are conferred and posted to students' academic record with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit bearing and non-credit bearing requirements have been met, and all credit has been posted to the academic record. The student's individual program completion date is recorded on the academic record and transcript, indicating that the final academic requirements for the degree were completed on that date.

Diplomas are printed bearing the last day of the month in which all degree requirements were completed for all students who have completed the degree requirements.

Students who are not eligible for degree conferral are notified by their Academic Representative of their degree deficiencies.

Rescinding Academic Credentials

Situations may arise where it becomes necessary for University of Phoenix (UOPX) to rescind a previously conferred academic credential (degree or certificate).

UOPX reserves the right to rescind academic credentials under the authority and direction of the University Provost and Registrar.

An academic credential may be rescinded if it is discovered that a student had not fulfilled all of the credit-bearing and/or non-credit-bearing requirements. Other scenarios in which a credential may be rescinded include, but are not limited to, student, faculty, and administrator errors; student code of conduct violations; plagiarism; dishonesty; fraud; misrepresentation; or misconduct by students staff, faculty and administrators.

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

The University may present posthumous degrees for deceased students who were enrolled, posted positive attendance in a University degree program, were in good academic standing, and had not been administratively withdrawn in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student, or to the executor of the estate with official written authorization.

Graduation with Honors

Bachelor's degree students who complete their degree program with a program GPA of 3.85 or higher will graduate with honors. The "Graduated with Honors" designation will appear on the University diploma and permanent transcript

Participation in Commencement Ceremony

Commencement ceremonies are held at several locations across the country.

Degree seeking students who meet the eligibility requirements may participate in any University of Phoenix (UOPX) commencement ceremony. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website.

Students who have met all of the requirements and completed a degree program with (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet the requirements as outlined below.

- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University
- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
 - Associate: - Successful completion of all but 6 credits
 - Bachelor's and master's: - Successful completion of all but 9 credits
 - Doctoral: - Successful completion of all credit and non-credit bearing degree requirements, including an approved dissertation or applied project, and signature page signed by the Dean.

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted.

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed an academic credential. Academic standards must be met in order for an academic credential to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

All bachelor's degree students who have met the University Honors requirements, by the commencement ceremony date, and have met all other eligibility criteria, will be recognized at commencement ceremonies with the University honor cord. Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the "Graduated with Honors" designation on the University diploma and permanent transcript. Academic standards must be met in order for a "Graduated with Honors" degree to be awarded. Students may fail to meet the University Honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Program Completion Deadlines

The following program completion deadlines outline the timeframes allotted to students to complete all requirements for their selected program version

Program	Years for Completion
Certificate	within 5 years
Associate of Arts	within 5 years
Associate of Arts (Credit Recognition)	within 2 years
Bachelors	within 8 years
Masters	within 5 years
Doctoral except for PHD/IO & EdS	within 8 years
PHD/IO	within 9 years
EdS	within 3 years

Students who are enrolled in more than one program at a time, wherein all of the courses required for one of the programs are scheduled and completed under the other program (e.g., all of the courses for a certificate program on the student's record are scheduled and completed under a bachelor's degree program on the record), will only have a program completion deadline for the program that the courses are scheduled under, and will be held to that deadline for both programs.

Program completion deadlines are calculated based on the course start date for the first credit-bearing course in which a student is scheduled and posts positive recorded class attendance after their enrollment agreement sign date for their program.

Students who are actively attending their final program-applicable course (i.e., meeting attendance requirements for the course) at the time their program completion deadline expires and complete all program requirements during the final course, will still be considered to have completed their program within the completion deadline.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student's program completion deadline.

Students who change their program and/or version will have a new program completion deadline calculated based on the course start date for the first credit-bearing course in which they were scheduled and post positive recorded attendance under their new program and/or version after the student signature date on the most recent enrollment agreement on file.

- Students who post positive class attendance, change their program, and then revert back to their prior program version, will be held to their original program completion deadline for that program version.

Disclaimer on Job Placement

The purpose of degree and certificate programs offered by the University of Phoenix is to educationally-prepare the student for gainful employment in recognized occupations related to the field of study by providing a quality education that integrates theory with practical application. The University offers other educational products that are developed to help a student develop skills or learn other content that can help the student in their current occupation or assist in extending the nature and range of careers available. Also, the University makes available career services, including information about possible salaries and projected job growth, that can help the student investigate and prepare for the employment marketplace. However, the employment outcome for an individual will vary based on multiple factors, including, but not limited to, prior work experience, geographic location, and other factors specific to the individual. Accordingly, University of Phoenix cannot and does not guarantee job placement, career advancement, continued employment, or salary level.

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered non-degree students and will be enrolled under the Non-Degree (ND) admission status. Non-degree students are subject to all institutional policies, except those that indicate that they are specific to degree-seeking or certificate-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency. Non-Degree courses are divided into the following categories:

- General education or elective for-credit courses that are not currently part of a required course of study for a degree or certificate program.
- Courses that are part of a required course of study for a degree or certificate program.
- For-credit courses that are part of an extension offering for a college or non-credit-bearing courses that are part of a Continuing Education offering.

- Students may not have any Continuing Education for Educators (COLEXT-ED) coursework apply to any program requirements (including general education, interdisciplinary, elective, or required course of study requirements) unless that coursework was completed prior to the Enrollment Agreement sign date for a degree or certificate program.

Enrollment of international students into non-degree courses in any of the three categories will only be made as permitted by US law. University of Phoenix (UOPX) will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For the purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

UOPX does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, non-degree students must meet the following academic preparedness requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results, or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement.
- Students who reside in the US must meet one of the following requirements:
 - Be a legal resident of the US
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Students must list TPS as the visa type on the enrollment paperwork.
 - Have been granted asylum or refugee status
 - Have a valid F1 Visa

- Students who reside in Canada must meet one of the following requirements for admission:

- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies

- Must meet state immunization and Health Insurance Requirements
- Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). If the prerequisites were satisfied with UOPX coursework a transcript would not be required. To satisfy a prerequisite the course must meet the following criteria:
 - have been completed at a college or university with approved institutional accreditation, or is a candidate for accreditation.
 - have been completed with a grade of "C" or better, or comparable passing benchmark
 - be comparable in content and must be an equivalent level or higher level course

- Must not have been expelled from UOPX or other institutions.

Non-degree students who wish to complete graduate level courses that are part of the required course of study for a degree or certificate program must provide proof of completion of an undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students may complete an unlimited number courses; however, non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program. Non-degree students who are admitted into a degree program will need to meet the following credit residency requirements:

- 18 credits toward a graduate degree required course of study completed after admission into the degree program.
- 30 credits toward an undergraduate degree required course of study completed after admission into the degree program.

Except for courses in the College of Nursing, non-degree students will not be held to minimum grade requirements applicable to students in a certificate or degree program. They will receive credit for a course as long as they do not receive a failing grade. However, if they later choose to enroll in a certificate or degree program with the University, those students would be held to the higher minimum grade requirements for those courses in order to receive credit for them in the program.

Some for-credit courses have additional academic preparedness requirements for non-degree students.

Additional academic preparedness requirements by course:

College of Business and Information Technology: Concurrent Enrollment Program Courses

Students enrolled in an approved BSM Pathway Agreement Institution Concurrent Enrollment Program (CEP) or BSIT Pathway Agreement Institution CEP may be scheduled for non-degree courses as outlined on the BSM Pathway Agreement Transfer Pathway Guides or the BSIT Pathway Agreement Transfer Pathway Guides.

College of Health Professions Individual Concurrent Enrollment Program Courses

Students enrolled in an approved BSHM Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the BSHM Pathway Agreement Transfer Pathway Guides.

College of Social and Behavioral Sciences Individual Counseling Non-Degree Courses

- Non-degree students with a graduate degree in counseling or related field (e.g. Psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.
- Non-degree students who are not alumni of a UOPX counseling program are not eligible to complete Internship and practicum coursework and no appeals will be accepted.

College of Nursing Individual Nursing Non-Degree Courses

Students enrolled in an approved RN-BSN Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Pathway Agreement Transfer Pathway Guides.

RN-BSN Pathway Agreement CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn. RN-BSN Pathway Agreement CEP students who have been scholastically disqualified will not be allowed to continue until they have taken the following steps: (E6)

- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the Academic Progression Student Agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

In addition to any course prerequisites required for non-degree students enrolling in nursing courses, students must provide documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:

- Guam
- American Samoa
- Northern Mariana Islands
- US Virgin Islands
- Puerto Rico

Non-degree students enrolling in master's level nursing courses must provide documentation of an undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students enrolling in doctoral level nursing courses must provide documentation of a master's degree or higher in nursing (MSN or MN) from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

College of Doctoral Studies Individual Doctoral Non-Degree Courses

Non-degree students enrolling in doctoral courses must provide proof of completion of a graduate degree from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an internship and the supervised student teaching component and teaching performance assessments.
- The California Early Completion Option consists of credit-bearing, non-degree coursework. Candidates are not completing a University of Phoenix (UOPX) certificate or degree.
- The California Early Completion Option requires:
 - Completion of the following coursework (120 pre-service hours):

MAED/TED 07CA

Multiple Subject: MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA

Single Subject: MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA

MAED/TED 08 CA and MAED/TED 9CA

Multiple Subject: MTE 511; ELM 533; ELL 500; MTE 512; RDG 556; ELM 532

Single Subject: MTE 511; SEC 533; ELL 500; MTE 512; RDG 558; SEC 532

- Upon successful completion of required Early Completion Option (ECO) coursework and completion of additional requirements as outlined in the ECO checklist, students are eligible to apply for the intern credential.
- Early Completion Option students enrolled in this option must validate a full-time student teaching experience (minimum 15 weeks) as the teacher of record.
 - Students must successfully complete 15 weeks of supervised student teaching experience. Candidates will be assigned a faculty supervisor by the University throughout the program and their student teaching experience.
 - Students will be assigned a mentor at the school site for the duration of their district contract.
 - Students must earn a B or better in each of the student teaching seminars. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in each of the student teaching seminars will not earn quality points, as the grade is considered a failing grade.
 - Students have only one opportunity to successfully complete the student teaching experience.
- Early Completion Option students who have completed coursework but have not met their Institutional Recommendation (IR) requirements within the contracted school year, may not be eligible to maintain their internship credential.
- Early Completion Option students must pass the Teacher Performance Assessment (edTPA) on their first attempt and within one year of being issued the intern credential. Students who do not pass the edTPA on their first attempt must transition to the CA internship option in the MAED/TED CA programs.

Late Assignments

Individual course assignments will be accepted up to four days after the assignment due date, with a maximum 10% deduction for lateness. This includes final week individual assignments, which may be submitted up to four days after the course end date. Course participation requirements must be met within the designated course week.

Competency-based education (CBE) competency assessments will be accepted up to two days after the course end date without a deduction.

Academic Recognition

University of Phoenix (UOPX) recognizes exceptional academic performance by students in a degree program on a semi-annual basis through placement on the Dean's List for their college, or on the University President's List.

To be eligible for recognition through placement on their college Dean's List, associate, bachelor's, and master's degree program students must meet the following criteria for courses completed during the six months prior to each semi-annual Dean's List publication.

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA toward an associate, bachelor's, or master's degree program.
- Have no courses on the student record with I, IX, IP, F, or NM grades (students will be eligible if I, IX, or IP grades are subsequently changed to an acceptable grade).
- Achieve a qualifying GPA for UOPX courses completed during the six-month eligibility period without the use of Academic Reprieve or course repeats to achieve the qualifying GPA:
 - Associate and bachelor's programs: 3.50 - 3.99
 - Master's programs: 3.70 - 3.99

To be eligible for recognition through placement on the University President's List, associate, bachelor's, master's, and doctoral students must meet the following criteria for courses completed during the six months prior to each semi-annual President's List publication:

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA toward an associate, bachelor's, or master's degree program, or at least nine UOPX semester hour credits that are applicable to the program GPA toward a doctoral program.
- Have no courses on the student record with I, IX, IP, F, or NM grades (students will be eligible if I, IX, or IP grades are subsequently changed to an acceptable grade), or that have been removed from calculating into the program GPA through course repeats or Academic Reprieve.
- Achieve a qualifying GPA of 4.0 for UOPX courses completed during the six-month eligibility period without the use of Academic Reprieve or course repeats to achieve the qualifying GPA.

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ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment- Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University's effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students' educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University's focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

The University of Phoenix curriculum and its design are grounded in philosophical and theoretical frameworks that guide best practice in andragogy. Academic leadership of programs capture in-demand skills through collaboration with faculty, programmatic industry councils, and accreditation requirements. Resulting from this work, curriculum is mapped to student learning outcomes and skills, learning activities and assessments are designed, and continuous improvement processes are implemented.

Assessment of Student Learning

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program, and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic, and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the Plan, Do, Check, Act model of continuous improvement. By utilizing this model to guide assessment processes, the colleges design programs with clear measurable outcomes aligned to specific job skills based on employment data and scaffolds learning so students have sufficient opportunities to demonstrate the outcomes; systematically gather evidence of student learning through data analytics and qualitative feedback; analyze and interpret assessment learning results using insights from faculty; and use

assessment findings to improve student learning.

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University's academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students' Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students' educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University's assessment system and reflected within the University Program Life Cycle (UPL).

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, administrative and support services, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

Academic Alumni Questionnaire

Graduates are invited to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their academic experience according to the stated learning outcomes, the effectiveness of the University's teaching/learning model in helping them achieve their career goals. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers in program evaluation. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower-and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which students' educational needs and expectations are being met during the enrollment process, throughout their course work, when they graduate, and in their continuing professional development as alumni.

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member annually. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.

UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

Whether you are a recent graduate or a long-time University of Phoenix alumni, you are automatically a part of the Alumni Association.

To gain access to your lifetime benefits, visit the alumni website at phoenix.edu/alumni. Connect with other alumni for professional networking, and start exploring the benefits available to you:

Career Resources

Graduates receive lifetime access to our full suite of alumni career resources, including career support through PhoenixLink™ and our Career Services for Life™ commitment. PhoenixLink™ is a career portal for alumni to have access to resumé building tools, schedule career coaching appointments, and view career planning and development resources. For more information, visit phoenix.edu/alumni/career-resources.

Alumni Services

- **PhoenixLink™ Network** – Join our exclusive career network, where you can connect with like-minded individuals in your professional field or based on your interests. Reach out to your peers one-on-one to get help from other alumni or be a mentor to others. Find out more at phoenix.edu/alumni/join-network/phoenixlink.
- **Benefits & Discounts** – Access exclusive benefits and discounts at over 900 merchants tailored to you, based on your interests. To start saving on your favorite brands, visit uopxdiscounts.perkspot.com. You can find even more alumni benefits, including special offers on tuition pricing and professional development courses at phoenix.edu/alumni/benefits-discounts.
- **Alumni Chapters** – There are currently 50 Alumni Chapters throughout the country. Join a chapter to network with local alumni, attend social events, and give back to the community. To find a chapter closest to you, visit phoenix.edu/alumni/join-network/chapters.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through LinkedIn®, Facebook®, Twitter® and Instagram® online communities.
- **Homecoming** - The Alumni Association hosts Homecoming festivities across the country every year. Visit with old friends and make new connections. Other local networking and career events are held throughout the year. Visit phoenix.edu/alumni for upcoming events near you.
- **Share Your Story** - Tell us how you worked hard, overcame obstacles, earned your degree, and enhanced your career or started a business. Submit your story at phoenix.edu/alumni/tell-us-your-story.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit phoenix.igrad.com/landing/uopx-alumni-landing.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University's Alumni Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence found through the student portal.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/students/transcripts to order one.

Additional Information

Visit us on the Web at phoenix.edu/alumni
E-mail address: alumni@phoenix.edu
[linkedin.com/school/university-of-phoenix](https://www.linkedin.com/school/university-of-phoenix)
[facebook.com/uopxalumni](https://www.facebook.com/uopxalumni)
[instagram.com/uopxalumni](https://www.instagram.com/uopxalumni)
twitter.com/uopxalumn

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UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

Potential students applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a military university or college (Community College of the Air Force and US service academies) with approved institutional accreditation. If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance. Applications of individuals who have not gained admission to, or enrolled in the University, will be kept on file for one year. After that time, the applicant is required to submit a new application and materials for admission review.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits

All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States (US) to meet admission requirements may enroll in University of Phoenix (UOPX) courses prior to official admission only if they meet all the following requirements:

- If residing in the US, have an appropriate immigrant or nonimmigrant status that does not prohibit educational studies;
- Graduate applicants must have a pre-evaluation completed by the Office of Admissions and Evaluation indicating that the applicant has the appropriate academic background to meet admission requirements;
- Must satisfy all other program-specific admission requirements. Applicants who have earned an undergraduate degree, or other transfer credit, from an institution outside of the US, but who have earned a master's degree from a college or university with approved institutional accreditation are eligible to enroll with the University at the graduate level. All program-specific admission requirements must have been satisfied by the master's degree.

Undergraduate applicants relying on educational credentials from an institution outside of the US may enroll in UOPX courses upon the completion of their Admission Application and Enrollment Agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the US, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation. These are used to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes, previous academic credentials earned outside of the US must meet the University's verification standards prior to rendering an official admission or transfer credit decision. Verification of previous academic credentials earned outside of the US can be satisfied by one the following methods:

- Receipt and verification of official academic credentials issued directly to UOPX by the applicant's previous institution;
- Receipt and verification of official academic credentials held in possession of the applicant as the official record of academic studies conducted in the applicant's specific country;
- Receipt and verification of official correspondence issued directly to UOPX by the applicant's previous institution indicating that copies of academic credentials and/or level study is valid;
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admissions and Evaluation.

For applicants with academic records from colleges or universities earned outside of the US with approved institutional accreditation, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the US are considered comparable to US secondary completion credentials and do not need to be validated unless required by the applicant's state or jurisdiction.

Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies are included with each program's admission requirements.

If documents are issued to UOPX in a language other than English, the applicant will be required to obtain an official translation and submit it to UOPX. Translations must be completed and verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate, or by the Office of Admissions and Evaluation at UOPX if translation services are provided for that specific language.

The University is authorized under federal law to enroll nonimmigrant applicants. UOPX only issues Forms I-20/A-B to border commuters and approved doctoral applicants during their residency in the US. Form I-20/A-B is required by applicants who need to obtain F-1 (Student) visas to attend school in the US. The University is only authorized to issue the I-20 for applicants who will attend specific campus locations and programs recorded with the Department of Homeland Security.

Admission of international applicants will only be made as permitted by US law. UOPX will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For purposes of this policy an international applicant is defined as a non-US citizen or an applicant with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

All academic credentials sent to UOPX will become the possession of UOPX and will not be returned to applicants unless prior approval was granted by the Office of Admission and Evaluation.

F-1 Visas

The University provides support for the F-1 visas needed by foreign students by issuing the I-20 if requirements are met and sponsoring the student as long as they are attending their specific academic program for the duration of their F-1 visa. Students are responsible for their visa applications and all associated fees to be paid by the student directly to the Student Exchange and Visitor's Program (SEVP).

Admission Deadlines

University of Phoenix (UOPX) cannot guarantee that students who begin coursework will be admitted to their degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth UOPX course. Students who are unable to be admitted by the completion of their fourth UOPX course will be administratively withdrawn from the University and placed in Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix (UOPX).

- No appeals will be accepted for students expelled from UOPX.
- Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Students who fail to disclose all prior colleges and universities attended on their Admission Application may be charged under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- **Nevada:** Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement. *This Nevada requirement does not apply to College of Education programs.*
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

- Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

- Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
 - or-
 - Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.
 - or-
 - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
 - or-
 - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
 - or-
 - Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
 - or-
 - Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
 - The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
 - Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
 - Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A completed and signed undergraduate application
 - A signed Enrollment/Disclosure Agreement.
 - Completion of any state-specific required documents or forms.
 - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
 - Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
 - Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).
- * Programs administered under the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.
- Residency Requirements and Course Waivers for Bachelor Programs**
- Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.*
- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at University of Phoenix.
 - In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Life Experience Journals credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

University Orientation Workshop

Applicants to designated undergraduate programs requiring the University Orientation Workshop for admission who list less than 24 previous college credits as recognized by the University on the admissions application are required to successfully complete the three week University Orientation Workshop (UNIV 100 for online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course.

The following define the University Orientation Workshop statuses:

- **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.
- **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation Workshop requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation Workshop. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.
- **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the GPA.

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

Risk Free Period Policy

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in week four or after of their first course, at which point the trial period ends.

Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Academic Progression Requirements

Phoenix Success Series (Pathway A and Pathway B Programs)

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of the General Education requirements.
- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series (PSS) categories which will contribute to fulfillment of the General Education requirements.

Phoenix Success Series content area requirements	Credits	PSS Course Selection
Psychology	3	PSY 110
College level writing & College level research/writing	6	ENG 110 ENG 210
Economics	3	FP 100
Critical thinking	3	HUM 115

Phoenix Success Series Preferred Sequence and Prerequisites

GEN 201	3 credits
Foundations for University Success	
PSY 110 ~	3 credits
Psychology of Learning	
ENG 110 ~	3 credits
English Composition I	
HUM 115 ~	3 credits
Critical Thinking in Everyday Life	
FP 100 ~	3 credits
Everyday Economics and Finances	
ENG 210 ~	3 credits
English Composition II	

- Concurrent enrollment is prohibited during any of the PSS courses.
- The PSS must be completed within the first six courses upon enrollment and prior to beginning the required course of study. The PSS contributes to fulfillment of General Education and Elective requirements.

First-Year Sequence (A Track and B Track Programs)

- Applicants disclosing 24 or more previous college credits on the Admissions Application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with University of Phoenix (UOPX), and are not required to enroll in the First-Year Sequence (FYS).
- Applicants disclosing fewer than 24 previous college credits on the Admissions Application, enrolling in designated undergraduate programs, are required to complete the FYS.

- Prior Learning Assessment (PLA) and credits earned through National Testing Programs are not included as previous college credits when determining placement in the FYS.

- FYS students must satisfy all seven required courses from the FYS prior to enrolling in any other program applicable course.

Preferred Sequence

GEN 195	3 credits
Foundations of University Studies	
COM 170 ~	3 credits
Elements of University Composition and Communication I	
COM 172 ~	3 credits
Elements of University Composition and Communication II	
HUM 114 ~	3 credits
Critical Thinking and Creative Problem Solving	
PSY 211 ~	3 credits
Essentials of Psychology	
SCI 163 ~	3 credits
Elements of Health and Wellness	
FP 120 ~	3 credits
Essentials of Personal Finance	

- SOC 110 is an optional course that may be taken prior to the completion of the FYS. Students choosing to take SOC 110 may take the course any time after GEN 195.
- With the exception of GEN 195, FP 120, and HUM 114, FYS course requirements may be satisfied by any of the following means:
 - UOPX coursework,
 - Regionally or nationally accredited transfer coursework (C- or higher grade),
 - National Testing Programs
 - ACE evaluated Military credits
- Transfer activity used to satisfy a FYS course must be comparable in content to the UOPX course it is replacing, must be at least 2.67 credits, and must be equivalent level or higher.
- Concurrent enrollment is prohibited during any of the courses in the FYS.

University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.

Students have the following options to fulfill proficiency:

- Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
- Comparable approved institutional accredited transfer coursework, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Grade of C- or better (or academic equivalent)
 - At least 2 semester credits
 - Eligible to receive general education credits
- National College Credit Recommendation Service (NCCRS) credit recommendations
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
- Demonstrate competency by meeting the minimum passing score on a UOPX approved placement exam.

Students who satisfy the English and/or math proficiency and sign a new Enrollment Agreement may carry forward the completed proficiency into their new program/version provided they have remained in continuous attendance according to the University's Academic Program Re-entry policy.

Math Pathways

College deans determine the appropriate baseline math courses necessary for student success. The designated Math Pathway(s) will be outlined within each program's policies. The University offers the following Math Pathways:

- Mathematics for Elementary Educators
- Quantitative Reasoning
- Statistics
- College Algebra
- Calculus

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of General Education in ensuring student success in the classroom, the workplace, and the community. The General Education curriculum, which is developed through the College of General Studies, provides instruction that focuses on Liberal Arts, Humanities, Science, and Mathematics.

Undergraduate General Education requirements emphasize exposure to and exploration of topics in a variety of General Education categories. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and navigate social, technological, scientific, and cultural change.

General Education Student Learning Outcomes

- In addition to the knowledge and skills related to the University Learning Goals, graduating students should attain certain knowledge, skills, and abilities within the various General Education categories. Therefore, students should be able to demonstrate the following learning outcomes by the time they complete their General Education requirements:
- Students will apply effective communication skills in a variety of contexts.
- Students will utilize quantitative reasoning skills for a variety of purposes.
- Students will utilize scientific thinking and inquiry skills for a variety of purposes.
- Students will apply critical and creative thinking skills in a variety of contexts.
- Students will apply intercultural and interpersonal awareness in a variety of contexts.

General Education Categories

The curriculum within the General Education catalog is comprised of traditional categories. The required number of credits in each category varies by program and may be found within the program specific requirements. The General Education categories and curriculum ensure that students are exposed to content essential to a baccalaureate experience. Categories within General Education curriculum are as follows:

Communication Arts, credit requirements vary by program. Course work in Communication Arts focuses on the development and application of writing, speaking, collaboration, and interpersonal communication skills.

English/Language Arts, credit requirements vary by program. Course work in English/Language Arts focuses on the development and application of writing, speaking, collaboration, and interpersonal communication skills.

Mathematics, credit requirements vary by program. Course work in Mathematics develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

Social Sciences, credit requirements vary by program. Course work in Social Sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Social Studies, credit requirements vary by program. Course work in Social Studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Humanities, credit requirements vary by program. Course work in Humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Fine Arts, credit requirements vary by program. Course work in Fine Arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Science/Technology, credit requirements vary by program. Course work in Science/Technology provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the Science/Technology requirement. Certain courses in geography or aerospace studies that emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses that focus on human physiological

processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance culture. Course work in the area of technology that satisfies General Education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses that focus primarily on the social and environmental conflicts that arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

Liberal Arts, credit requirements vary by program.

Students will pursue additional breadth in the Liberal Arts by selecting courses from any of the categories listed above.

Interdisciplinary, credit requirements vary by program.

To fulfill this requirement, students may select additional General Education courses, or any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the categories listed and to facilitate their exposure to a field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add breadth to their academic and professional knowledge base.

Program Length

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Associate Programs

The established "normal time" to complete a program is as follows: Education - 90 to 104 weeks, General Studies - 90 to 104 weeks, Health Professions - 90 to 106 weeks, Social and Behavioral Sciences - 90 to 114 weeks, Business and Information Technology - 90 to 106 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs

The established "normal time" to complete a program is as follows: Education - 206 to 222 weeks, General Studies - 204 to 206 weeks, Health Professions - 200 to 204 weeks, Nursing - 155 to 215 weeks, Nursing (Competency Based) - 48 weeks, Social and Behavioral Sciences - 200 to 225 weeks, Business and Information Technology - 200 to 204 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, social work, criminal justice and security, and public administration. The College provides innovative, relevant, and student-focused educational programs designed to prepare students for opportunities of service and leadership in the fields of social and behavioral sciences. These programs are developed and taught by highly skilled practitioners in their respective fields who emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Through individual and collaborative work in theory and practice, students can acquire the knowledge and skills needed for today's work environment.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Criminal Justice Administration is to equip adult learners with a fundamental understanding of the essential components comprising the American criminal justice system. Students will learn basic management, administrative and financial skills relative to criminal justice agencies. The program also strives to familiarize students with current trends, research techniques, and problem-solving methods in the discipline. This program is designed to bridge the gap between theory and practical application through core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply administrative practices within the criminal justice system.
- Apply professional dispositions and ethical conduct in criminal justice administration.
- Analyze procedures within criminal justice programs and public policies.
- Integrate research and theories in criminal justice administration.
- Evaluate innovative strategies for serving diverse populations within the criminal justice system.

Preferred Sequence and Prerequisites for the BSCJA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJA 316 ~	3 credits
Survey of Criminal Justice	
CJA 326 ~	3 credits
Ethics in Criminal Justice	
CJA 336 ~	3 credits
Diversity in Criminal Justice	
CJA 346 ~	3 credits
Theories of Criminology and Victimology	
CJA 356 ~	3 credits
Organizational Behavior and Management	
CJA 376 ~	3 credits
Interagency Communication	
CJA 386 ~	3 credits
Research Statistics	
CJA 416 ~	3 credits
Budget, Finance, and Planning	
CJA 426 ~	3 credits
Grant Writing and Funding	
CJA 436 ~	3 credits
Mental Health Services and Crisis Intervention	
CJA 446 ~	3 credits
Criminal Justice Policy Analysis and Program Evaluation	
CJA 456 ~	3 credits
Contemporary Issues and Futures in Criminal Justice	
CJA 476 ~	3 credits
Criminal Justice Problem-Solving Methods	
CJA 486 ~	3 credits
Administration Capstone	

The University reserves the right to modify the required course of study.

The Bachelor of Science in Criminal Justice degree program does not satisfy the requirements of the Minnesota Police Officer Standards and Training Board. Students will not qualify to be a police officer nor sit for the licensing exam in Minnesota upon successful completion of this program. The University's security and criminal justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a security and criminal justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

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General Information for the BSCJA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSCJA

All applicants are expected to meet the following admissions requirements:

- Signed Acknowledgement Form

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 42 credits
 - Electives - 42 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as:
Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- The capstone course (CJA 486) may not be taken concurrently with any other BSCJA required course of study courses.

Residency Requirements and Course Waivers for the BSCJA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 9 credits from their required course of study.

The following course in the required course of study may not be waived: CJA 486

General Education Requirements for the BSCJA

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences
Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking
Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN/201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use elective credits to waive the balance. Students must use elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Re-entry for the BSCJA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Industrial-Organizational Psychology

The following Bachelor of Science in Industrial-Organizational Psychology (BSIOP) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Industrial and Organizational Psychology is to prepare students to support healthy organizational cultures and to address organizational issues by applying psychological principles to personnel, administration, management, sales and marketing functions within an industrial and organizational setting. This program provides a foundation in Psychological theories and methodologies used by industrial organizational psychology practitioners, social, cognitive and motivational processes and ethics.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply psychological concepts to address employee and consumer related problems in industry.
- Students will examine psychological research related to organizational environments and evaluate strategies for managing complex organizational problems.
- Students will analyze government and industry regulations and demonstrate ethical decision-making and within an organizational context.
- Students will apply assessment tools to analyze organizational cultures and human assets.
- Students will evaluate effective leadership approaches and communication styles to advance differing organizational goals.

Program Purpose

The Bachelor of Science in Industrial-Organizational Psychology provides a foundation in psychology and its relevance and application to industry and organizational settings. This program does not lead to professional certification or licensure as a psychologist, counselor or other mental health practitioner.

Preferred Sequence and Prerequisites for the BSIOP - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSY 203 ~ <i>pre-requisite applies to Pathway B only</i>	3 credits
Foundations of Psychology	
PSY 205 ~ <i>pre-requisite applies to Pathway B only</i>	3 credits
Life Span Human Development	
PSY 245 ~	3 credits
Survey of Research and Statistics	
LDR 300 ~ <i>pre-requisite applies to Pathway B only</i>	3 credits
Innovative Leadership	
PSY 355 ~	3 credits
Motivational Processes in Human Psychology	
PSY 315 ~	3 credits
Statistical Reasoning in Psychology	
PSY 400 ~	3 credits
Social Psychology	
PSY 420 ~	3 credits
Theories of Behavior	
PSY 435 ~	3 credits
Industrial/Organizational Psychology	
IOP 455 ~	3 credits
Professional Ethics	
PSY 450 ~	3 credits
Diversity and Cultural Factors in Psychology	
IOP 460 ~	3 credits
Organizational Cultures	
IOP 470 ~	3 credits
Group Dynamics	
IOP 480 ~	3 credits
Assessment Tools for Organizations	
IOP 490 ~	3 credits
Capstone Project	

The University reserves the right to modify the required course of study.

General Information for the BSIOP

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.

- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSIOP

All applicants are expected to meet the following admissions requirements:

- Signed Hardware/Software Agreement

Degree Requirements for the BSIOP

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 57 credits
 - Required Course of Study - 45 credits
 - Required Program Electives (must include 9 upper division credits) - 18 credits
- A minimum of 45 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Industrial Organizational Psychology

General Education Requirements for the BSIOP

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 9 credits

Interdisciplinary Component, 18 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

Academic Progression Requirements for the BSIOP

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIOP

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of 24 credits from their required course of study.
- The 18 Required Program Elective credits can be completed in a combination of the following areas Business, Communication, Culture, Diversity, Economics, Global Perspectives, Human Resource, Information Systems, Journalism, Leadership, Management, Marketing, and Media and must include 9 upper division credits. The 18 Required Program Elective credits may be satisfied by any of the following means:
 - UOPX coursework.
 - Transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date
- The following course(s) may not be waived: IOP 490

Re-Entry for BSIOP

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Applied Psychology/ Concentration in Media and Technology

The following Bachelor of Science in Applied Psychology/Concentration in Media and Technology (BSAP/MT) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Applied Psychology Program is to prepare students use psychology applications in contemporary life and employment settings such as business and industry, government, education, military and community agencies. This program provides a foundation in developmental, social, cognitive, and behavioral psychology with a concentration in the interactions and impacts of media and technology on humans.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply psychological theories and concepts when creating solutions to complex technology mediated human problems.
- Students will analyze existing behavioral research in designing solutions to complex human challenges associated with technology mediated social engagement and learning.
- Students will apply ethical standards to address, social media, cultural, and learning problems.
- Students will analyze complex human challenges associated with learning environmental, technology mediated social engagement and learning.
- Students will apply psychological principles and practices that advance social and technological communications.

Program Purpose

The Bachelor of Science in Applied Psychology provides a contemporary perspective on the applications of psychology to mediated communication, relationships and learning, and the roles technology plays in human interactions. This program does not lead to professional certification or licensure as a psychologist, counselor or other mental health practitioner.

Preferred Sequence and Prerequisites for the BSAP/MT - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSY 203 ~ pre-requisite applies to Pathway B only	3 credits
Foundations of Psychology	
PSY 205 ~ pre-requisite applies to Pathway B only	3 credits
Life Span Human Development	
IT 200 ~ pre-requisite applies to Pathway B only	3 credits
Digital Skills for the 21st Century	
PSY 245 ~	3 credits
Survey of Research and Statistics	
PSY 390 ~	3 credits
Learning and Cognition	

PSY 315 ~	3 credits
Statistical Reasoning in Psychology	
PSY 340 ~	3 credits
Biological Foundations in Psychology	
PSY 405 ~	3 credits
Theories of Personality	
APMT 315 ~	3 credits
Technology and Society	
PSY 400 ~	3 credits
Social Psychology	
PSY 420 ~	3 credits
Theories of Behavior	
APMT 430 ~	3 credits
Social Media and Human Interaction	
APMT 440 ~	3 credits
Influence of Media on Behavior	
APMT 460 ~	3 credits
Cyber Communications	
APMT 470 ~	3 credits
Digital Learning	
The University reserves the right to modify the required course of study.	

General Information for the BSAP/MT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSAP/MT

All applicants are expected to meet the following admissions requirements:

- Signed Hardware/Software Agreement

Degree Requirements for the BSAP/MT

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 57 credits
 - Required Course of Study - 45 credits
 - Required Program Electives (must include 9 upper division credits) - 18 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- Concentrations or emphases are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Bachelor of Science in Applied Psychology

General Education Requirements for the BSAP/MT

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences
Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 9 credits

Interdisciplinary Component, 18 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

Academic Progression Requirements for the BSAP/MT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSAP/MT

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of 24 credits from their required course of study.
- The 18 Required Program Elective credits can be completed in a combination of the following areas Business, Communication, Culture, Diversity, Economics, Global Perspectives, Human Resource, Information Systems, Journalism, Leadership, Management, Marketing, and Media and must include 9 upper division credits. The 18 Required Program Elective credits may be satisfied by any of the following means:
 - UOPX coursework.
 - Transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.

Re-Entry for BSAP/MT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Consistent with the values, mission, and purpose of the University of Phoenix, the College of Business and Information Technology mission is to provide innovative, industry-relevant, and accessible higher education that prepares learners to be competent, responsible and ethical practitioners and leaders for career success. Our goal is to make a difference in the lives of our students and their organizations. Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology will be a preferred source for finding and developing emerging leaders for organizations through the delivery of real-time education solutions that are relevant and immediately applicable to solving business challenges. The College of Business and Information Technology adheres to values that are consistent with the University's values of Brave, Honest, and Focused. We believe that every staff and faculty member should have a commitment to learning, intellectual diversity, embracing innovation and improving society. We should empower excellence while acting with integrity, and treating others as we would like to be treated.

The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and abilities to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, communications, diversity and inclusion, economics, finance, business law and ethics, management, marketing, organizational behavior, business analytics, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through a business capstone course.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate decision-making skills to address business needs.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.
- Students will analyze logistics involved in global business operations.

BSB Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 3 credits

Business Communications

Business Information Systems, 3 total credits

BIS 221 ~ 3 credits

Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 312 ~ 3 credits

Organizational Behavior for Managers

MGT 316 ~ 3 credits

Managing with a Global Mindset

Accounting, 6 total credits

ACC 290 ~ 3 credits

Principles of Accounting I

ACC 291 ~ 3 credits

Principles of Accounting II

Diversity and Inclusion, 3 total credits

LDR 320 ~ 3 credits

Inclusive Leadership: Diversity in the Workplace

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ 3 credits

Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ 3 credits

Principles of Microeconomics

ECO 372 ~ 3 credits

Principles of Macroeconomics

Finance, 3 total credits

FIN 370 ~ 3 credits

Finance for Business

Marketing, 3 total credits

MKT 421 ~ 3 credits

Marketing

Business Statistics, 3 total credits

QNT 375 ~ 3 credits

Business Data Analytics

Business Capstone, 3 total credits

BUS 475 ~ 3 credits

Integrated Business Topics

The University reserves the right to modify the required course of study.

General Information for the BSB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSB

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
 - Associate of Arts with a Concentration in Business Fundamentals
 - Business Analytics Certificate
 - Financial Planning Certificate
 - Human Resource Management Certificate
 - Leadership and Management Certificate
 - General Management Certificate
 - Marketing Certificate
 - Operations Management Certificate
 - Project Management Certificate
 - Small Business Management and Entrepreneurship Certificate
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
 - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 42 credits
 - Electives - 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSB for Students Obtaining an Associates En-Route Credential

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSB

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 12 credits from their required course of study.

The following course(s) may not be waived: BUS 475

Business Master's Pathway for the BSB

Bachelor of Science in Business students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~	3 credits
Managing in a Changing Environment	
ORG 535 ~	3 credits
People and Organizations	
LDR 535 ~	3 credits
Leading Change	

MM Pathway Courses

MGT 526 ~	3 credits
Managing in a Changing Environment	
ENT 527 ~	3 credits
Opportunity Assessment and Innovation	
LDR 535 ~	3 credits
Leading Change	

Re-entry for the BSB

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross-functional managers in an organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Upon completion of the program, students will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will evaluate management principles necessary for organizational effectiveness.
- Students will evaluate the effectiveness of processes used to achieve organizational goals.
- Students will integrate key problem-solving strategies in the analysis and recommendation of business decisions.
- Students will analyze interrelationships among distinct functional areas of an organization.

Program Category Requirements, Preferred Sequence and Prerequisites for the BSM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Management, 6 total credits

MGT 312 ~	3 credits
Organizational Behavior for Managers	
MGT 362~	3 credits
Change Management and Implementation	

Ethics and Social Responsibility, 3 total credits

ETH 321 ~	3 credits
Ethical and Legal Topics in Business	

Leadership, 3 total credits

LDR 300 ~	3 credits
Innovative Leadership	

Operations, 3 total credits

OPS 330 ~	3 credits
Strategic Operations and Logistics	

Economics, 3 total credits

ECO 372 ~	3 credits
Principles of Macroeconomics	

Project Management, 3 total credits

PM 350 ~	3 credits
Organizational Project Management	

Finance, 3 total credits

FIN 370 ~	3 credits
Finance for Business	

Marketing, 3 total credits

MKT 421 ~	3 credits
Marketing	

Strategy, 3 total credits

MGT 498 ~	3 credits
Strategic Management	

The University reserves the right to modify the required course of study.

General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSM

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 30 credits
 - Electives - 54 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Management

General Education Requirements for the BSM

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 6 credits from their required course of study.

The elective requirement may be satisfied by any of the following means:

- Any upper and/or lower division UOPX coursework.
- Previously completed UOPX graduate coursework.
- Any upper division, lower division, and/or graduate transfer activity that is acceptable for transfer.

The following course(s) and their equivalents may not be waived: MGT 498

Business Master's Pathway for the BSM

Bachelor of Science in Management students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MM Pathway Courses

MGT 526 ~ 3 credits

Managing in a Changing Environment

ENT 527 ~ 3 credits

Opportunity Assessment and Innovation

LDR 535 ~ 3 credits

Leading Change

MBA Pathway Courses

MGT 526 ~ 3 credits

Managing in a Changing Environment

ORG 535 ~ 3 credits

People and Organizations

LDR 535 ~ 3 credits

Leading Change

Re-entry for the BSM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.

- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) is designed to provide knowledge and skills necessary to an accounting career. Topics include, key accounting and business coursework, financial accounting, managerial accounting, and auditing and taxation. In addition to Generally Accepted Accounting Principles (GAAP), the program also covers the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the general business overview and context necessary for a career in accounting. The program also addresses professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate generally accepted accounting principles throughout the accounting cycle.
- Students will evaluate accounting and financial information to make business decisions.

- Students will integrate ethical, legal, and accounting standards and assumptions into financial practices.
- Students will integrate business practices into accounting and financial operations.

Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 2953 credits
Business Communications

Business Information Systems, 3 total credits

BIS 221 ~3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 312 ~3 credits
Organizational Behavior for Managers
MGT 316 ~3 credits
Managing with a Global Mindset

Diversity and Inclusion, 3 total credits

LDR 320 ~3 credits
Inclusive Leadership: Diversity in the Workplace

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~3 credits
Ethical and Legal Topics in Business

Accounting, 6 total credits

ACC 290 ~3 credits
Principles of Accounting I
ACC 291 ~3 credits
Principles of Accounting II

Economics, 6 total credits

ECO 365 ~3 credits
Principles of Microeconomics
ECO 372 ~3 credits
Principles of Macroeconomics

Business Statistics, 3 total credits

QNT 375 ~3 credits
Business Data Analytics

Finance, 3 total credits

FIN 370 ~3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~3 credits
Marketing

Strategy, 3 total credits

BUS 475 ~3 credits
Integrated Business Topics

Accounting Information Systems, 3 total credits

ACC 316 ~3 credits
QuickBooks

Managerial Accounting, 3 total credits

ACC 326 ~3 credits
Managerial Accounting

Cost Accounting, 3 total credits

ACC 349 ~..... 3 credits
Cost Accounting

Intermediate Accounting, 9 total credits

ACC 421 ~..... 3 credits
Intermediate Financial Accounting I

ACC 422 ~..... 3 credits
Intermediate Financial Accounting II

ACC 423 ~..... 3 credits
Intermediate Financial Accounting III

Taxation, 6 total credits

ACC 455 ~..... 3 credits
Corporate Taxation

ACC 456 ~..... 3 credits
Individual/Estate Taxation

Government and Nonprofit Accounting, 3 total credits

ACC 460 ~..... 3 credits
Government and Non-Profit Accounting

Auditing, 6 total credits

ACC 491 ~..... 3 credits
Contemporary Auditing I

ACC 492 ~..... 3 credits
Contemporary Auditing II

Accounting Research, 3 total credits

ACC 497 ~..... 3 credits
Advanced Topics in Accounting Research
The University reserves the right to modify the required course of study.

General Information for the BSACC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSACC

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:

- Associate of Arts with a Concentration in Business Fundamentals

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement
- Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 78 credits
 - Electives - 6 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use elective credits to waive the balance. Students must use elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSACC

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSACC

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 30 credits from their required course of study.

The following courses in the Required Course of Study may not be waived: ACC 497, BUS 475

Business Master's Pathway for the BSACC

Bachelor of Science in Accounting students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to two (2) of the following courses (or a direct equivalency) as part of their electives credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~3 credits

Managing in a Changing Environment

ORG 535 ~3 credits

People and Organizations

MM Pathway Courses

MGT 526 ~3 credits

Managing in a Changing Environment

ENT 527 ~3 credits

Opportunity Assessment and Innovation

Re-entry for the BSACC

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Communication prepares students for a variety of professional roles that require effective communication skills across diverse organizations. The program's curriculum, built in close collaboration with industry and academic experts, emphasizes theory and application in the domains of interpersonal, intercultural, organizational, corporate, public relations, mediation, and social media communication.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate theories and best practices to determine communication strategies.
- Develop communication plans for diverse purposes.
- Evaluate strategies for implementing communication plans in a variety of environments.
- Evaluate communication effectiveness for a variety of contexts.

Program Category Requirements, Preferred Sequence, and Prerequisites for the BS/COM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations of Human Communication, 3 total credits

BSCOM 100 3 credits
Introduction to Communication

Logic and Rhetoric, 3 total credits

BSCOM 210 ~ 3 credits
Logic and Rhetoric

Writing, 3 total credits

BSCOM 230 ~ 3 credits
Storytelling

Communication Technology, 3 total credits

BSCOM 250 ~ 3 credits
Communication Technology

Interpersonal Communication, 3 total credits

BSCOM 310 ~ 3 credits
Interpersonal Communication

Mass Communication, 3 total credits

BSCOM 320 ~ 3 credits
Mass Communication and Media

Organizational Communication, 3 total credits

BSCOM 340 ~ 3 credits
Organizational Communication

Journalism, 3 total credits

BSCOM 350 ~ 3 credits
Journalism: Writing for Impact

Social Media Communication, 3 total credits

BSCOM 370 ~ 3 credits
Social Media Communication

Corporate Communication and Public Relations, 3 total credits

BSCOM 380 ~ 3 credits
Corporate Communication and Public Relations

Technical Communication, 3 total credits

BSCOM 400 ~ 3 credits
Technical Communication

Global and Intercultural Communication, 3 total credits

BSCOM 420 ~ 3 credits
Global and Intercultural Communication

Negotiation, Mediation, and Diplomacy, 3 total credits

BSCOM 450 ~ 3 credits
Negotiation, Mediation, and Diplomacy

Communication Capstone, 3 total credits

BSCOM 480 ~ 3 credits
Applied Communication Capstone

General Information for the BS/COM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 42 credits
 - Electives - 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BS/COM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BS/COM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 12 credits from their required course of study.

The following courses in the Required Course of Study may not be waived: BSCOM 480

Business Master's Pathway for the BS/COM

Bachelor of Science in Communication students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their interdisciplinary or electives credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~3 credits

Managing in a Changing Environment

ORG 535 ~3 credits

People and Organizations

LDR 535 ~3 credits

Leading Change

MM Pathway Courses

MGT 526 ~3 credits

Managing in a Changing Environment

ENT 527 ~3 credits

Opportunity Assessment and Innovation

LDR 535 ~3 credits

Leading Change

Re-entry for the BS/COM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.

- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as information technology, networking and cloud infrastructure, data, cybersecurity, programming and other supporting IT principles.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems.
- Students will employ network and data solutions to align with key business requirements and industry best practices to improve organizational IT operations.
- Students will be able to design and develop key database models aligning with business requirements for storage, retrieval and use of data.
- Students will implement cybersecurity solutions that comply with global governance best practices.
- Students will demonstrate an ability to evaluate, design, and implement application programs to meet business processes.

Program Category Requirements for the BSIT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Information Technology, 6 total credits

CIS 207	3 credits
Information Systems Fundamentals	
BSA 385 ~	3 credits
Intro to Software Engineering	

Business Systems and Implementation, 6 total credits

BSA 375 ~	3 credits
Fundamentals of Business Systems Development	
CMGT 410 ~	3 credits
Project Planning and Implementation	

Networking, 6 total credits

CYB 205 ~	3 credits
Infrastructure Administration	
NTC 362 ~	3 credits
Fundamentals of Networking	

Data, 6 total credits

DAT 210 ~	3 credits
Data Programming Languages	
DAT 305 ~	3 credits
Data Structures for Problem Solving	

Cybersecurity, 6 total credits

CYB 100	3 credits
Cyber Domain	
CYB 110 ~	3 credits
Foundations of Security	

Programming, 6 total credits

CYB 130 ~	3 credits
Object-Oriented Scripting Language	
PRG 211 ~	3 credits
Algorithms and Logic for Computer Programming	

Capstone, 3 total credits

BSA 425 ~	3 credits
BSIT Capstone	

Upper Division Information Systems and Technology

Electives, 12 total credits

The University reserves the right to modify the required course of study.

General Information for the BSIT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:

- Signed Hardware/Software Agreement
- Students who have previously completed a Associate of Arts or Associate of Science degree from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education (including Phoenix Success Series, College Composition, and Math Pathways), and math and English proficiency requirements without any course content or timeframe restrictions. The transfer coursework will be applied as a block at the time of admission to the program. Students utilizing this policy will need to meet the following conditions:
 - Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy.
 - Complete a minimum of 6 credits of Information Systems and Technology elective coursework.
 - Complete a minimum of 12 credits of upper division Information Systems and Technology elective coursework.
 - Meet all prerequisite or state specific content requirements as outlined in the General Education Requirements and Program Category Requirements and Prerequisites policy sections for their BSIT program.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study - 39 credits
 - Upper Division Information Systems and Technology Electives - 12 credits
 - Electives - 18 credits
 - Information Systems and Technology Electives - 6 credits
- A minimum of 30 upper division credits.

- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as:
Bachelor of Science in Information Technology

General Education Requirements for the BSIT

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher; or 6 credits of college algebra or higher

Science & Technology, 3 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 12 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- The 6 credit Information Systems and Technology Electives requirement may be satisfied by any of the following means:
- Lower Division or Upper Division IS&T UOPX coursework.
 - Previously completed Lower Division and Upper Division IS&T coursework.
 - Lower Division or Upper Division Certificate approved in the student's state or jurisdiction.
 - Lower Division or Upper Division IS&T transfer activity that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSIT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIT

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of 24 credits from their required course of study.
- The 12 credit Upper Division Information Systems and Technology Electives requirement may be satisfied by any of the following means:
 - Upper Division or Graduate IS&T UOPX coursework.
 - Previously completed Upper Division or Graduate IS&T coursework.
 - Upper Division Certificate approved in the student's state or jurisdiction.
 - Upper Division or Graduate IS&T transfer activity that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date.
- The following course(s) may not be waived: BSA 425

Re-entry for the BSIT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

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COLLEGE OF HEALTH PROFESSIONS

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase. Medical and health service managers employment are projected to grow by 18 percent from 2018 to 2028.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® College of Health Professions will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle tomorrow's challenges.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate a health care organization from a market-based perspective.
- Evaluate financial and economic issues in the health care industry.
- Evaluate the impact of legal and regulatory requirements on the delivery of health care.
- Evaluate the application of risk and quality management concepts in the health care industry.
- Analyze the utilization and application of technology within a health care organization.
- Evaluate management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 ~ (*Prerequisite Required for Pathway B Only*) 3 credits
Medical Terminology for Health Care Professionals

HCS 131 ~ 3 credits

Business Communication Skills for Health Care Professionals

HCS 235 ~ 3 credits

Health Care Delivery in the U. S.

HCIS 140 ~ 3 credits

Fundamentals of Electronic Health Records

BSHA Core Courses

HCS 305 ~ 3 credits

Health Care Professional Development

HCS 335 ~ 3 credits

Health Care Ethics and Social Responsibility

HCS 325 ~ 3 credits

Health Care Management

HCS 370 ~ 3 credits

Organizational Behavior

HCS 341 ~ 3 credits

Human Resources in Health Care

HCS 380 ~ 3 credits

Health Care Accounting

HCS 385 ~ 3 credits

Health Care Finance

HCS 490 ~ 3 credits

Health Care Consumer - Trends and Marketing

HCS 457 ~ 3 credits

Public and Community Health

HCS 483 ~ 3 credits

Health Care Information Systems

HCS 451 ~ 3 credits

Health Care Quality Management and Outcomes Analysis

HCS 465 ~ 3 credits

Health Care Research Utilization

HCS 499 ~ 3 credits

Health Care Strategy Capstone

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

The College of Health Professions recommends students select and complete all courses within one elective track.

General Health Administration Elective Track:

HCS 430 ~3 credits

Legal Issues in Health Care: Regulation and Compliance

HCS 446 ~3 credits

Facility Planning

HCS 455 ~3 credits

Health Care Policy: The Past and the Future

HCS 456 ~3 credits

Risk Management

HCS 475 ~3 credits

Leadership and Performance Development

Health Information Systems Track:

HCIS 410 ~3 credits

Project Planning and Implementation in Health Care

BSA 376 ~3 credits

Systems Analysis and Design

NTC 361 ~3 credits

Network and Telecommunications Concepts

DBM 381 ~3 credits

Database Concepts

HCIS 420 ~3 credits

Information Systems Risk Management in Health Care

Retail Health Management Track:

RHM 410 ~3 credits

The Landscape of Health Care in Retail Health Clinics

RHM 420 ~3 credits

The Management of Retail Health Clinics

RHM 430 ~3 credits

Technology and Digital Health Care in Retail Health Clinics

RHM 440 ~3 credits

Regulatory and Compliance in the Retail Health Environment

RHM 450 ~3 credits

Retail Health Financial Strategies

Lifespan Management Track

LSM 404 ~3 credits

Introduction to Lifespan Management

LSM 412 ~3 credits

Management within the Lifespan Industry

LSM 417 ~3 credits

Regulations in Lifespan Management

LSM 423 ~3 credits

Financial Strategies for Lifespan Management

LSM 429 ~3 credits

Lifespan Management Capstone

The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
 - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study (BSHA) - 51 credits
 - Upper Division Health Administration Electives - 15 credits
 - Electives - 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.

- The diploma awarded for this program will read as:
Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: HCS 245

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Students may use coursework worth a minimum of two semester credits to satisfy the three credits for HCS/245 provided it is comparable with content similar to one of the following: Medical Nursing, Surgical Nursing, Anatomy and/or Physiology, Pathophysiology, Disease Management, and Population Health. Students will be required to make up the credits with other Science and Technology General Education credits to meet the minimum requirements.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505..... 3 credits

Systems Thinking in health care environments

MHA 507..... 3 credits

Leveraging informatics in the health sector

MHA 508..... 3 credits

Navigating the regulatory environment in health care

MHA 542 3 credits

Leading with authenticity in the health sector

MHA 560 3 credits

Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
 - HCS 499 Health Care Strategy Capstone
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Residency Requirements and Course Waivers for the BSHA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF NURSING

Programs in the College of Nursing are designed to support the career advancement and educational needs of registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry—from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment—today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® College of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- College of Nursing Programs

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of Sigma, a virtual chapter that supports members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

Sigma has more than 135,000 active members who reside in more than 100 countries. There are roughly 540 chapters at more than 700 institutions. To learn more about Sigma visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at

<https://omicrondelta.sigmanursing.org/home>

Academic Progression Requirements for all Current Nursing Programs

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN, DNP, and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of the program handbook) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN) is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate evidence-based, holistic, patient-centered care that reflects knowledge of the health-illness continuum.
- Students will Implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Students will demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Students will apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Students will incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Students will integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Students will utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

The Registered Nurse to Bachelor of Science in Nursing is a post-licensure education program designed for nurses with an active and unencumbered RN license who wish to obtain a bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills and knowledge to make clinical decisions that will result in positive patient outcomes and support healthcare systems.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302.....	3 credits
Professional Contemporary Nursing Role and Practice	
NSG 416 ~	3 credits
Theoretical Development and Conceptual Frameworks	
HSN 376 ~	3 credits
Health Information Technology for Nursing	
NSG 451 ~	3 credits
Professional Nursing Leadership Perspectives	
NSG 456 ~	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 426 ~	3 credits
Integrity in Practice: Ethic and Legal Considerations	
HSN 476 ~	3 credits
Healthcare Policy and Financial Management	
*NSG 486 ~	3 credits
Public Health: Health Promotion and Disease Prevention	
*NSG 482 ~	3 credits
Promoting Healthy Communities	
NSG 468 ~	3 credits
Influencing Quality within Healthcare	
NSG 498 ~	3 credits
Senior Leadership Practicum	
*Students residing in California are required to take NSG 486CA and NSG 482CA:	
NSG 486CA ~	3 credits
Public Health: Health Promotion and Disease Prevention	
NSG 482CA ~	3 credits
Promoting Healthy Communities	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- Completion of a nursing diploma; an associate degree in nursing or post-secondary diploma in nursing from a college or university with approved institutional accreditation or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- The Lower Division Nursing requirement will be satisfied using students valid unrestricted / unencumbered RN license.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- RN-BSN Pathway Agreement Concurrent Enrollment Students Only: Applicants transferring to University of Phoenix with a completed Associate degree in nursing from an approved Pathway Agreement Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Agreement Transfer Guide. Prior to enrolling into the BSN program applicants must:
 - Have a signed Concurrent Enrollment Memorandum of Understanding on file.
 - Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the University of Phoenix under the ND-NURSE 001 Non-degree program code.
 - Meet all other BSN admission requirements.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 47 credits
 - Required Course of Study - 33 credits
 - Lower Division Nursing - 40 credits
- A minimum of 33 upper division credits.
- A maximum of 87 lower division credits
- A minimum grade point average (GPA) of 2.0.
- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- All students enrolling in the BSN program will take NSG 302 as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Satisfy University Proficiency Requirements
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482CA, NSG 486CA.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 482CA, NSG 486CA, and NSG 498

General Education Requirements for the BSN

A minimum of 47 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

ENG/220, *equivalent or higher*

Mathematics, 6 credits

Must include 6 credits of statistics or higher.

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Interdisciplinary Requirements, 11 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.

Note: Six (6) upper division Nursing Pathway course credits may be applied to the interdisciplinary category.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Nursing Pathway for BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF

- NSG 511
- NSG 512

Re-entry for the BSN

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

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GRADUATE PROGRAMS

Admission Procedures

Application Process

Students seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee (if applicable) is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States (US) to meet admission requirements may enroll in University of Phoenix (UOPX) courses prior to official admission only if they meet all the following requirements:

- If residing in the US, have an appropriate immigrant or nonimmigrant status that does not prohibit educational studies;
- Graduate applicants must have a pre-evaluation completed by the Office of Admissions and Evaluation indicating that the applicant has the appropriate academic background to meet admission requirements;
- Must satisfy all other program-specific admission requirements.

Applicants who have earned an undergraduate degree, or other

transfer credit, from an institution outside of the US, but who have earned a master's degree from a college or university with approved institutional accreditation are eligible to enroll with the University at the graduate level. All program-specific admission requirements must have been satisfied by the master's degree.

Undergraduate applicants relying on educational credentials from an institution outside of the US may enroll in UOPX courses upon the completion of their Admission Application and Enrollment Agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the US, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation. These are used to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes, previous academic credentials earned outside of the US must meet the University's verification standards prior to rendering an official admission or transfer credit decision. Verification of previous academic credentials earned outside of the US can be satisfied by one the following methods:

- Receipt and verification of official academic credentials issued directly to UOPX by the applicant's previous institution;
- Receipt and verification of official academic credentials held in possession of the applicant as the official record of academic studies conducted in the applicant's specific country;
- Receipt and verification of official correspondence issued directly to UOPX by the applicant's previous institution indicating that copies of academic credentials and/or level study is valid;
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admissions and Evaluation.

For applicants with academic records from colleges or universities earned outside of the US with approved institutional accreditation, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the US are considered comparable to US secondary completion credentials and do not need to be validated unless required by the applicant's state or jurisdiction.

Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies are included with each program's admission requirements.

If documents are issued to UOPX in a language other than English, the applicant will be required to obtain an official translation and submit it to UOPX. Translations must be completed and verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate, or by the Office of Admissions and Evaluation at UOPX if translation services are provided for that specific language.

The University is authorized under federal law to enroll nonimmigrant applicants. UOPX only issues Forms I-20/A-B to border commuters and approved doctoral applicants during their residency in the US. Form I-20/A-B is required by applicants who need to obtain F-1 (Student) visas to attend school in the US. The University is only authorized to issue the I-20 for applicants who will attend specific campus locations and programs recorded with the Department of Homeland Security.

Admission of international applicants will only be made as permitted by US law. UOPX will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For purposes of this policy an international applicant is defined as a non-US citizen or an applicant with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

All academic credentials sent to UOPX will become the possession of UOPX and will not be returned to applicants unless prior approval was granted by the Office of Admission and Evaluation.

Admission Deadlines

University of Phoenix (UOPX) cannot guarantee that students who begin coursework will be admitted to their degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth UOPX course. Students who are unable to be admitted by the completion of their fourth UOPX course will be administratively withdrawn from the University and placed in Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix (UOPX).

- No appeals will be accepted for students expelled from UOPX.
- Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Students who fail to disclose all prior colleges and universities attended on their Admission Application may be charged under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- or-
- Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
- or-
- Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- or-
- Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.
- or-
- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- or-
- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- or-
- Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
- or-
- Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.

- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Unless excused because of religious belief or medical condition, students attending a physical campus in Nevada are required to submit to the University proof of immunity to Tetanus, Diphtheria (Td or Tdap), and Measles, Mumps, Rubella (MMR). Students under 23 years of age and having fewer than 24 credits must also submit to the University proof of immunity against Meningitis; vaccination with at least one dose of a quadrivalent meningococcal conjugate vaccine (MenACWY) on or after age 16 will satisfy this requirement.

Program Length

The anticipated "normal time" to complete a master level program is as follows: Education - 71 to 94 weeks, Health Professions (single degree) - 84 to 102 weeks, Health Professions (Competency Based) - 48 weeks, Health Professions (dual degree) - 117 to 147 weeks, Nursing (single degree) - 92 to 100 weeks, Nursing (MSN/FNP) - 165 weeks, Nursing (dual degree) - 140 to 164 weeks, Social and Behavioral Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 114 weeks, Social and Behavioral Sciences (Counseling) - 132 to 179 weeks, Business and Information Technology - 78 to 102 weeks, Business and Information Technology (Competency Based) - 48 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load successfully completes each attempted course and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, social work, criminal justice and security, and public administration. The College provides innovative, relevant, and student-focused educational programs designed to prepare students for opportunities of service and leadership in the fields of social and behavioral sciences. These programs are developed and taught by highly skilled practitioners in their respective fields who emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Through individual and collaborative work in theory and practice, students can acquire the knowledge and skills needed for today's work environment.

Master of Science in Counseling/Marriage, Family and Child Therapy (California)

The following Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling degree program with a specialization in Marriage, Family, and Child Therapy provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MFCT specialization provides client-centered advocacy to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients achieve their goals. The program encompasses foundations of counseling and guidance including theories and their application with individuals, groups, and families, lifespan development, resilience, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. In addition, the specialization covers cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. The program meets the 2012 California MFT requirements.

View state licensure requirements for this program: <https://www.phoenix.edu/colleges/college-of-social-and-behavioral-sciences/state-requirements.html>

Program Purpose

The Master of Science in Counseling/ Marriage, Family and Child Therapy degree program meets the California Licensed Marriage Family and Child Therapy (LMFT) and Licensed Professional Clinical Counselor (LPCC) educational requirements for registration with the Board of Behavioral Sciences (BBS) as an Associate Marriage and Family Therapist (AMFT) and an Associate Professional Clinical Counselor (APCC). Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to sit for the LMFT and LPCC licensure exams in California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will demonstrate knowledge, skills and dispositions key to success in professional counseling, advocacy, and ethical practice.
- Students will demonstrate knowledge, skills and dispositions in social and cultural diversity that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
- Students will demonstrate an understanding of human growth and development to include wellness, the importance of mindbody interactions and their effect on physical and psychological well-being; the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
- Students will demonstrate an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
- Students will demonstrate an understanding of counseling and helping relationships to include philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper selfunderstanding and self-development; facilitation of client or consultee change; and techniques for prevention and intervention.

- Students will demonstrate an understanding of group counseling and group work to include group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills, and other group approaches.
- Students will demonstrate an understanding of assessment and testing to include group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals, and use of appraisal results in helping processes.
- Students will demonstrate an understanding of counseling research and program evaluation to include types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.
- Students will demonstrate effective communication in the classroom and workplace.

MFCT-Specific Program Student Learning Outcomes

- The student will be able to apply historical, philosophical, and theoretical foundations of marriage, family, and child counseling in all aspects of professional practice.
- The student will be able to apply culturally responsive marriage, family, and child counseling, prevention, and intervention in all aspects of professional practice.

MSC/MFCT Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CNSL 502.....	0 credits
Graduate Portfolio I	
CCMH 510 ~	3 credits
Multicultural Issues in Mental Health Counseling	
CCMH 504 ~	3 credits
Individual and Family Development Across the Life Span	
CCMH 506 ~	3 credits
Personality Theories and Counseling Models	
MFCC 551CA ~	3 credits
Legal and Ethical Issues in Marriage and Family Therapy	
CCMH 551 ~	3 credits
Individual Counseling	
CCMH 525 ~	3 credits
Research Methods for Mental Health Counselors	
CCMH 535 ~	3 credits
Psychometrics	
CCMH 544 ~	3 credits
Introduction to Clinical Assessment	
CCMH 548 ~	3 credit
Psychopathology: Advanced Clinical Assessment	
CNSL 556 ~	0 credits
Portfolio II	
MFCC 556 ~	3 credits
Family Systems Theory	

MFCC 561 ~	3 credits
Family Interventions	
CCMH 568 ~	3 credits
Group Counseling	
CCMH 521 ~	3 credits
Psychopharmacology/Biological Basis of Behavior	
CCMH 561 ~	3 credits
Dependency and Addictions	
MFCC 591O ~	0 credits
Orientation To Practicum in Marriage and Family Counseling	
MFCC 537 ~	3 credits
Child and Adolescent Counseling	
CCMH 540 ~	3 credits
Career and Vocational Counseling	
MFCC 567 ~	3 credits
Seminar in Marriage and Family Counseling	
MFCC 592 ~	3 credits
Practicum	
MFCC 597A ~	3 credits
Internship A	
MFCC 597B ~	3 credits
Internship B	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/MFCT

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL 502 - Portfolio I.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- A minimum equivalent of two (2) years post-high school paid and/or volunteer work experience.
- A signed Criminal Conviction Disclosure Form.

- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait 6 months before reapplying. Passing Portfolio I is limited to a total of three attempts.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.

Degree Requirements for the MSC/MFCT

- Completion of a minimum of 60 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Master of Science in Counseling
Marriage, Family and Child Therapy

Academic Progression Requirements for the MSC/MFCT

- The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: MFCC 591, MFCC 599A, MFCC 599B.
- The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 544, CCMH 548, CCMH 551, CCMH 568, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567.
- Completion of all courses with a grade of "B -" or better. Students must maintain an overall GPA of at least 3.0.
- MSC students who wish to transfer to another campus or modality (even within the same state), or update versions must appeal to SAC.

Academic Standing and Minimum Grade Requirements for the MSC/MFCT

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B -" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-" and does not receive a grade of "B -" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months and will be required to follow the Supplemental Standards referral process. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
- Students who fail to meet the minimum grade requirement for MFCC 592, MFCC 597A, and MFCC 597B will be required to follow the Supplemental Standards referral process. Residencies and Clinical Placements are key components of the MSC/MFCT program and failure to meet the minimum grade requirement will require a robust remediation plan with input from a college designee.
- Students in the College of Social and Behavioral Sciences graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/MFCT

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC or candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: CCMH 544, CCMH 548, CCMH 551, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567, MFCC 592, MFCC 597A, MFCC 597B

Re-entry for the MSC/MFCT

- All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Portfolio class before being readmitted to the program.
- If students are required to retake CNSL 502 Portfolio I and they do not pass the course, they may reapply for the Counseling program in three (3) months as long as they would not exceed three total attempts to complete the course. Passing Portfolio I is limited to a total of three attempts, which includes the attempts prior to their original admission to the program.
- If students are required to retake CNSL 556 Portfolio II, they must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt, the student will be denied admission, and administratively withdrawn from the Master of Science in Counseling program.

COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Consistent with the values, mission, and purpose of the University of Phoenix, the College of Business and Information Technology mission is to provide innovative, industry-relevant, and accessible higher education that prepares learners to be competent, responsible and ethical practitioners and leaders for career success. Our goal is to make a difference in the lives of our students and their organizations. Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology will be a preferred source for finding and developing emerging leaders for organizations through the delivery of real-time education solutions that are relevant and immediately applicable to solving business challenges. The College of Business and Information Technology adheres to values that are consistent with the University's values of Brave, Honest, and Focused. We believe that every staff and faculty member should have a commitment to learning, intellectual diversity, embracing innovation and improving society. We should empower excellence while acting with integrity, and treating others as we would like to be treated.

Master of Business Administration

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of leadership competencies as well as graduate business standards as reflected by existing international accreditation agencies. In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.
- Understand a broad range of theoretical and practical applications in business.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate decision-making skills to solve complex organizational problems.
 - Recognize and solve problems systematically to make better business decisions.
 - Evaluate risks and develop plans to lessen or eliminate their impact.
 - Integrate knowledge and reach decisions with incomplete or limited information.
 - Apply a broad range of theoretical and practical applications to business.
- Create strategies for business growth based on an organization's mission, vision, and values.
 - Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
 - Develop awareness of one's own personal values and how they affect business decision making.
 - Assess whether an organization's plans and actions are aligned to meet its values.
 - Apply a broad range of theoretical and practical applications to business.
- Synthesize leadership skills to foster innovation and facilitate change in a dynamic business environment.
 - Manage, develop, and motivate personnel to meet changing organizational needs.
 - Apply a broad range of theoretical and practical applications to business.
- Evaluate the global/external environment to sustain an organization's competitive advantage.
 - Leverage technology in a global environment to create sustainable competitive advantage.
 - Apply a broad range of theoretical and practical applications to business.
- Integrate managerial skills to address the needs of a rapidly changing business environment.

MBA Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Tier 1: Awareness, 15 total credits

Core Knowledge and Skill Development

MGT 526	3 credits
Managing in a Changing Environment	
ORG 535 ~	3 credits
People and Organizations	
LDR 535 ~	3 credits
Leading Change	
ECO 535 ~	3 credits
The Digital Economy	
ACC 543 ~	3 credits
Managerial Accounting & Legal Aspects of Business	

Tier 2: Create and Innovate, 18 total credits

Business Plan Dev. (Ability)

FIN 571 ~	3 credits
Corporate Finance	
DAT 565 ~	3 credits
Data Analysis and Business Analytics	
OPS 574 ~	3 credits
Creating Value Through Operations	
MKT 574 ~	3 credits
Marketing: Social, Mobile, and Analytics	
MGT 576 ~	3 credits
Opportunity Evaluation and Value Creation	
STR 581 ~	3 credits
Strategic Planning & Implementation	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated in cumulative GPA for admissibility.

Degree Requirements for the MBA

The degree requirements for this program are the following:

- Completion of a minimum of 33 credits.
- A minimum GPA of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as:
Master of Business Administration

Academic Progression Requirements for the MBA

- Managing within a Changing Environment (MGT 526) must be taken as the first core course in the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students in this program may waive a maximum of 9 credits from their required course of study.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA 024 program to satisfy residency for MBA degree conferral.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
 - The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
 - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Upon approval by the College of Business and Information Technology, students may be able to waive certain Tier I courses outside of standard course waiver policy requirements through an approved Graduate PLA Package.
- The following courses may not be waived: MGT 526, STR 581
- The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral degree program, students are eligible to satisfy required course(s) within the doctoral degree program.
- Students must earn a B- or better in the doctoral level courses in order to apply them toward the master's degree program and the doctoral degree program. Students who are allowed to apply a doctoral course with a grade lower than a B- to their master's program will need to retake the course in the doctoral program to achieve a B- grade.
- Student schedules may need to be adjusted, or students will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic counselor and finance advisor for further information.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

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COLLEGE OF HEALTH PROFESSIONS

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase. Medical and health service managers employment are projected to grow by 18 percent from 2018 to 2028.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® College of Health Professions will equip you with the leading-edge training you need to succeed in today's dynamic health care environment and to effectively tackle tomorrow's challenges.

Master of Health Administration

The following Master of Health Administration (MHA) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration v004 provides leaders and aspiring leaders in the health sector with the insight and skills necessary to drive the future of healthcare by facilitating cross-system transformation and improving outcomes for patients, populations, and providers. The program's curriculum, built via close collaboration with industry and academic experts, anticipates emerging needs trends in the health sector. Areas of inquiry include industry and organizational dynamics in the health sector, visioning the future, forming strategic relationships, leading with authenticity in health care systems, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate industry and organizational dynamics in the healthcare environment.
- Generate core business strategies based on innovative concepts developed in the program.
- Construct strategic relationships with diverse stakeholders across the health sector to achieve business objectives with a current or desired employer.
- Develop a leadership identity that reflects traits required in complex healthcare environments.
- Produce a personal legacy that fosters investment in people and the community to drive the future of health care.
- Foster the ability to create and execute operational improvement plans that address transformation, communication, and execution elements within the sector.

MHA Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 12 total credits

MHA 505 3 credits
Systems Thinking in Health Care Environments

MHA 506 ~ 3 credits
Ethical Marketing: The New Health Care Economics

MHA 507 ~ 3 credits
Leveraging Informatics in The Health Sector

MHA 508 ~ 3 credits
Navigating The Regulatory Environment In Health Care

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ~ 3 credits
Scanning The Health Sector as an Industry Expert

MHA 516 ~ 3 credits
Operating in Structure: Health Sector Policy and Governance

Strategic Relationships, 3 total credits

MHA 520 ~ 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances

Adaptive Leadership, 6 total credits

MHA 542 ~ 3 credits
Leading With Authenticity in The Health Sector

MHA 543 ~ 3 credits
Tackling The Talent War in The Health Sector

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ~ 3 credits
Creating A Sustainable Legacy: Healthy Communities

Transformation and Execution, 6 total credits

MHA 598 ~ 3 credits
Leveraging Results To Build Brand In The Health Sector

MHA 599 ~ 3 credits
Capstone: Leading the Organization Through Change

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Health Administration

Residency Requirements and Course Waivers for the MHA

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: MHA 599

Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.

- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University: MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF NURSING

Programs in the College of Nursing are designed to support the career advancement and educational needs of registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry—from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment—today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® College of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- College of Nursing Programs

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of Sigma, a virtual chapter that supports members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

Sigma has more than 135,000 active members who reside in more than 100 countries. There are roughly 540 chapters at more than 700 institutions. To learn more about Sigma visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at

<https://omicrondelta.sigmanursing.org/home>

Academic Progression Requirements for all Current Nursing Programs

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN, DNP, and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of the program handbook) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Master of Science in Nursing Concentration in Nurse Administration

The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk. The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:
<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to formulate a strategic plan and distinguish the key components required for success.
- Students will be able to analyze a budget and assure needed resources are planned for.

- Students will be able to predict the needed resources (human and financial) to meet desired outcomes.
- Students will be able to implement change to meet desired quality measures.
- Students will be able to modify policies to meet external regulatory and accreditation standards.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Administration (MSN/ADM). The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511.....	3 credits
Contemporary Nursing Practice	
NSG 512	3 credits
Nursing Research	
NSG 513	3 credits
Inter-professional Leadership and Management	
NSG 514	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 557	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547	3 credits
Human Resources Management	
NSG 567	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	
Graduate Elective Requirement.....	6 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.

- Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
- Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
 - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
 - Completed within the past ten (10) years from current program enrollment agreement sign date
 - A minimum grade of "C-" or better.

Re-entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.

- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Administration Bridge

The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk. The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:
<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Administration (MSN/ADM). The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 415	3 credits
Theory-Based Nursing Practice	
NUR 403	3 credits
Theories and Models of Nursing Practice	

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451	3 credits
Professional Nursing Leadership Perspectives	
NSG 397	3 credits
Professional Nursing Role	
NUR 391	3 credits
Professional Nursing Practice	
NUR 440	3 credits
Health Assessment and Promotion for Vulnerable Population	

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 455	3 credits
Evidence-Based Practice and Statistics	
NUR 443	3 credits
Evidence-Based Nursing Research and Practice	

Required Course Sequence

NSG 416	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 451	3 credits
Professional Nursing Leadership Perspectives	
NSG 456	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 511 ~	3 credits
Contemporary Nursing Practice	
NSG 512 ~	3 credits
Nursing Research	
NSG 513 ~	3 credits
Inter-professional Leadership and Management	
NSG 514 ~	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 557 ~	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577 ~	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547 ~	3 credits
Human Resources Management	

NSG 567 ~	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	
Graduate Elective Requirement	6 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
 - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
 - Completed within the past ten (10) years from current program enrollment agreement sign date
 - A minimum grade of "C-" or better.

Re-Entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Education

The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.

- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to justify teaching methodologies which support adult learning.
- Students will be able to design engaging learning activities.
- Students will be able to plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.
- Students will be able to design tools that evaluate formative and summative student learning.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Education (MSN/NED). The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings.

Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 5113 credits

Contemporary Nursing Practice

NSG 5123 credits

Nursing Research

NSG 5133 credits

Inter-professional Leadership and Management

NSG 5143 credits

Health Law, Policy, Ethics, and Global Trends

NSG 501 ~3 credits

Pathophysiology, Assessment Variables and Pharmacology I

NSG 502 ~3 credits

Pathophysiology, Assessment Variables & Pharmacology II

NSG 5313 credits

Program and Course Development

NSG 5323 credits

Innovative Curriculum Design

NSG 5333 credits

Educational Assessment and Evaluation

NSG 5343 credits

Facilitating Engaged Learning

NSG 516ED ~3 credits

Practicum I

NSG 517ED ~3 credits

Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. or applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.

- Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-Entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Education Bridge

The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Education (MSN/NED). The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416.....	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 415.....	3 credits
Theory-Based Nursing Practice	
NUR 403	3 credits
Theories and Models of Nursing Practice	

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451.....	3 credits
Professional Nursing Leadership Perspectives	
NSG 397.....	3 credits
Professional Nursing Role	
NUR 391	3 credits
Professional Nursing Practice	
NUR 440	3 credits
Health Assessment and Promotion for Vulnerable Population	

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456.....	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 455.....	3 credits
Evidence-Based Practice and Statistics	
NUR 443	3 credits
Evidence-Based Nursing Research and Practice	

Required Course Sequence

NSG 416	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 451	3 credits
Professional Nursing Leadership Perspectives	
NSG 456	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 511 ~	3 credits
Contemporary Nursing Practice	
NSG 512 ~	3 credits
Nursing Research	
NSG 513 ~	3 credits
Inter-professional Leadership and Management	
NSG 514 ~	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 501 ~	3 credits
Pathophysiology, Assessment Variables and Pharmacology I	
NSG 502 ~	3 credits
Pathophysiology, Assessment Variables & Pharmacology II	
NSG 531 ~	3 credits
Program and Course Development	
NSG 532 ~	3 credits
Innovative Curriculum Design	
NSG 533 ~	3 credits
Educational Assessment and Evaluation	
NSG 534 ~	3 credits
Facilitating Engaged Learning	
NSG 516ED ~	3 credits
Practicum I	
NSG 517ED ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
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- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:

- Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
- Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).

- The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program

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COLLEGE OF EDUCATION

The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

Master of Arts in Education/Educational Studies

The following Master of Arts in Education/Educational Studies (MAED/ES) program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

***Note: This program is not eligible for Federal Student Financial Aid funds.*

Program Purpose

The Master of Arts in Education/Educational Studies is a graduate degree program intended for students who have completed all coursework from a UOPX initial licensure program with the exception of both student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

Program Category Requirements for the MAED/ES

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). Students must select one course from each Elective category selection below to complete the 6 credit requirement:

Elective One, 3 total credits

AET 500.....	3 credits
Foundations of Adult Learning Theory	
AET 552.....	3 credits
Marketing Adult Education	
AET 560.....	3 credits
Facilitating Change	

AET 562.....	3 credits
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Social Media for Professional Learning

Elective Two, 3 total credits

CUR 520.....	3 credits
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Advocating for Learning

CUR 525.....	3 credits
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Ethical Issues in Education

CUR 550.....	3 credits
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Engaging in Communities of Practice

CUR 555.....	3 credits
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Professional Learning for Continuous Improvement

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/ES

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must have been admitted and officially evaluated into their UOPX previous pre-licensure program
- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH
Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.
- Applicants to this program must have completed all coursework from their UOPX previous pre-licensure program with the exception of both Student Teaching (Clinical Practice) courses.
- Students will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than ten (10) years in the past.
- Applicants may have up to one (1) year upon program enrollment agreement sign date or their original pre-licensure program completion deadline, whichever comes later, to complete the program.

Degree Completion Requirements for the MAED/ES

- Completion of a minimum of 32 credits to earn a university degree.
- Completion of two (2) MAED/ES Elective courses in addition to all completed coursework from the previous pre-licensure program, with the exception of student teaching.
- A minimum grade point average (GPA) of 3.0.
- MAED/ES graduates will not be permitted to return to complete student teaching (Clinical Practice) and receive a degree in any previous pre-licensure program at the University.
- The diploma awarded for this program will read as:
Master of Arts in Education
Educational Studies

Residency Requirement for the MAED/ES

Students must meet the established University residency requirement for degree conferral. The University requires that all six (6) Elective credits must be completed at University of Phoenix in order to meet residency.

Re-entry for the MAED/ES

Re-entry students completing a program change from one of the following UOPX pre-licensure programs to the MAED/ES program will be required to complete all paperwork required by the University Re-entry policy.

MAED/TED-E

MAED/TEDEE

MAED/TEDEM

MAED/TEDMS

MAED/TEDMG

MAED/TEDMM

MAED/TEDSM

MAED/TEDSS

MAED/TED-S

MAED/SPE

MAED/ECH

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Re-entry students not re-entering into the most current program version offered in their state or jurisdiction may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired.
- No appeals will be accepted for re-entry to an expired program.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult the appropriate University representative for guidance.

PROFESSIONAL PROGRAMS

CREDIT-BEARING CERTIFICATE PROGRAMS

The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements

All applicants are expected to meet the following admission requirements:

- A completed and signed certificate application and application fee
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (CBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

- Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

- Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

- Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.

-or-

- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-

- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

-or-

- Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.

-or-

- Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies

- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean

Program Length

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The established "normal time" to complete a certificate program is as follows: Education - 45 to 55 weeks, General Studies - 30 weeks, Health Professions - 21 to 40 weeks, Nursing (FNP certificate) - 138 weeks, Nursing (general) - 36 weeks, Social and Behavioral Sciences - 30 to 40 weeks, Business and Information Technology- 10 to 45 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421.....	3 credits
Marketing	
MKT 435 ~	3 credits
Consumer Behavior	
MKT 498 ~	3 credits
Integrated Marketing Strategies	
<i>Students must choose 3 of the following:</i>	
BRM 353 ~	3 credits
Product and Brand Management	
MKT 411 ~	3 credits
Green Marketing	
MKT 438 ~	3 credits
Public Relations	
MKT 441 ~	3 credits
Marketing Research	
MKT 444 ~	3 credits
Hospitality Marketing	
MKT 440 ~	3 credits
Fundamentals of Digital Marketing	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: MKT 498

Re-entry for the CERT/MKT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Human Resource Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300	3 credits
Fundamentals of Human Resource Management	
MGT 434 ~	3 credits
Employment Law	
HRM 324 ~	3 credits
Total Compensation	
HRM 420 ~	3 credits
Human Resource Risk Management	
HRM 326 ~	3 credits
Employee Development	
HRM 498 ~	3 credits
Strategic Human Resource Management and Emerging Issues	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/HRM

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: HRM 498

Re-entry for the CERT/HRM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

Preferred Sequence and Prerequisites for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 3 credits

Organizational Behavior for Managers

MGT 498 ~ 3 credits

Strategic Management

Students must choose 4 of the following:

BRM 353 ~ 3 credits

Product and Brand Management

CPMGT 300 ~ 3 credits

Project Management

FIN 419 ~ 3 credits

Finance for Decision Making

HRM 300 ~ 3 credits

Fundamentals of Human Resource Management

HRM 326 ~ 3 credits

Employee Development

ISCOM 370 ~ 3 credits

Strategic Supply Chain Management

LDR 300 ~ 3 credits

Innovative Leadership

MGT 445 ~ 3 credits

Organizational Negotiations

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MGT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MGT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: MGT 498

Re-entry for the CERT/MGT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.

- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

Preferred Sequence and Prerequisites for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

FIN 419	3 credits
Finance for Decision Making	
FIN 420 ~	3 credits
Personal Financial Planning	
FIN 486 ~	3 credits
Strategic Financial Management	
<i>Students must choose 3 of the following:</i>	
FIN 366 ~	3 credits
Financial Institutions	
FIN 402 ~	3 credits
Investment Fundamentals and Portfolio Management	

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

FIN 422 ~ 3 credits
Retirement and Benefit Planning

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/FINP

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/FINP

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/FINP

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: FIN 486

Re-entry for the CERT/FINP

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF NURSING

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Post Master's Certificate in Nurse Administration

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in Nursing Administration (NAD). The course of study prepares nurses to function in leadership roles in nursing administration. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

CERT/NAD Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 557.....	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577.....	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547.....	3 credits
Human Resources Management	
NSG 567.....	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NAD

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., graduate or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure

- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NAD

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as:
Post Master's Nurse Administration

Academic Progression Requirements for the CERT/NAD

- A minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NAD

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement

Residency Requirements and Course Waivers for the CERT/NAD

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- Students may not waive any courses in this program.

Re-entry for the CERT/NAD

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Post Master's Certificate in Nurse Education

The following certificate program may be offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in Nursing Education (NED). The course of study prepares nurses for roles within nurse education in a variety of educational and practice settings. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

CERT/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 531	3 credits
Program and Course Development	
NSG 532	3 credits
Innovative Curriculum Design	
NSG 533	3 credits
Educational Assessment and Evaluation	
NSG 534	3 credits
Facilitating Engaged Learning	
NSG 516ED ~	3 credits
Practicum I	
NSG 517ED ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NED

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., graduate or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NED

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED

- Minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NED

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement

Residency Requirements and Course Waivers for the CERT/NED

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- Students may not waive any courses in this program.

Re-entry for the CERT/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

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TUITION AND FEES - GROUND CLASSROOM RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit" column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Bachelor Degree Programs (except BSN students who sign an enrollment agreement on or after 7/1/2020 - see below)	\$398.00	\$250.00	\$350.00	\$350.00
BSN students who sign an enrollment agreement on or after 7/1/2020	\$350.00	\$250.00	\$350.00	\$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	\$698.00	\$475.00	N/A	N/A
MSC programs (only applicable to New Students enrolled on or after 1/17/2018).	\$698.00	\$465.00	N/A	N/A
MSN programs	\$540.00	\$475.00	N/A	N/A
MAED programs	\$540.00	\$390.00	N/A	N/A
Undergraduate Certificate Programs	\$398.00	\$250.00	\$350.00	N/A
Graduate Certificate Programs (except the programs listed below)	\$698.00	\$475.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	\$540.00	\$475.00	N/A	N/A
ASC Program	\$540.00	\$390.00	N/A	N/A
CERT/CTEL Program	\$175.00	\$175.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	\$398.00	\$250.00	\$350.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	\$350.00	\$250.00	\$350.00	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

- a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates □
- b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions □
- c) Continuing Students who are participating in the Near Graduation Tuition Reduction program □
- d) Continuing Students in any MSC program □

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY†

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI†

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER†

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

‡ Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

□ The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (Central Valley)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
BA/ENG (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BA/ENG (Level 300 and Level 400)	\$ 450.00	\$ 450.00	\$ 520.00
BS/COM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BS/COM (Level 300 and Level 400)	\$ 415.00	\$ 630.00	\$ 520.00
BS/OSM (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/OSM (Level 300 and Level 400)	\$ 610.00	\$ 610.00	\$ 540.00
BS/P (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/P (Level 300 and Level 400)	\$ 520.00	\$ 520.00	\$ 520.00
BSACC (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSACC (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 540.00
BSB (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSB (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 540.00
BSCJA (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSCJA (Level 300 and Level 400)	\$ 520.00	\$ 520.00	\$ 520.00
BSHA (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSHA (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 540.00
BSHS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSHS (Level 300 and Level 400)	\$ 520.00	\$ 520.00	\$ 520.00
BSLS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSLS (Level 300 and Level 400)	\$ 420.00	\$ 420.00	\$ 420.00
BSM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 540.00
BSM/MAN (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSM/MAN (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 540.00
BSIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 540.00
BSN (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSN (Level 300 and Level 400)	\$ 510.00	\$ 510.00	\$ 510.00
BSCPSS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 410.00
BSCPSS (Level 300 and Level 400)	\$ 610.00	\$ 610.00	\$ 610.00
Non-Degree Single Courses (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
Non-Degree Single Courses (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 540.00
CERT/VC (Level 100 and Level 200)	\$ 300.00	\$ 300.00	\$ 300.00
CERT/VC (Level 300 and Level 400)	\$ 300.00	\$ 300.00	\$ 300.00
EMC (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
EMC (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 540.00
HM (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
HM (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 540.00
HRM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
HRM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 540.00
LTC (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
LTC (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 540.00
PM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
PM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 540.00
CERT/FCS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
CERT/FCS (Level 300 and Level 400)	\$ 520.00	\$ 520.00	\$ 520.00
CERT/MKT (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
CERT/MKT (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 540.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+rEsources fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsources Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

GRADUATE TUITION PER CREDIT (Central Valley)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
MAED	\$ 540.00	\$ 540.00	\$ 545.00
MBA	\$ 740.00	\$ 740.00	\$ 620.00
MSC	\$ 620.00	\$ 620.00	\$ 620.00
MSN	\$ 595.00	\$ 595.00	\$ 620.00
MHA	\$ 740.00	\$ 740.00	\$ 740.00
MIS	\$ 740.00	\$ 740.00	\$ 620.00
MM	\$ 740.00	\$ 740.00	\$ 620.00
MPA	\$ 740.00	\$ 740.00	\$ 620.00
MS/AJS	\$ 740.00	\$ 740.00	\$ 620.00
MS/P	\$ 740.00	\$ 740.00	\$ 740.00
ASC	\$ 540.00	\$ 540.00	\$ 545.00
CERT/CTEL	\$ 175.00	\$ 175.00	\$ 175.00
FNP	\$ 595.00	\$ 595.00	\$ 620.00
NHCE	\$ 595.00	\$ 595.00	\$ 620.00
CERT/NED	\$ 595.00	\$ 595.00	\$ 620.00
CERT/NAD	\$ 595.00	\$ 595.00	\$ 620.00
Non-Degree Single Courses	\$ 740.00	\$ 740.00	N/A
Nursing Single Courses	\$ 595.00	\$ 595.00	\$ 620.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

FEES (Central Valley)

Type of Fee	Amount*	When Due
California Student Tuition Recovery Fund (STRF) (non-refundable)	Effective for Enrollment Agreements signed on or after February 8, 2021, the STRF assessment rate is \$0.50 per \$1,000 of institutional charges, rounded to the nearest \$1,000. For charges of \$1,000 or less, the assessment is \$0.00.	Upon notification.
Book and Material Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance	\$ 132.50 - \$162.50	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	\$ 0.00 - \$50.00	
CBEST Examination	\$ 41.00 - \$102.00	
CSET Examination	\$ 99.00 - \$134.00	
Portfolio Examination Fee	\$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
rEsource Fees+ (if applicable)		
Undergraduate++	\$ 170.00	Due in accordance with the payment option chosen in Financial Options Guide.
Graduate	\$ 195.00	
CLEP®/DSST Examination+++		
Student Exam Fees	\$ 20.00	Upon notification
Military Exam Fees	\$ 0.00	
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 502	\$ 150.00	
CNSL 556	\$ 150.00	
SCHC 556	\$ 150.00	
CNSL 500	\$ 150.00	
CCMH 502	\$ 150.00	

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

University of Phoenix, 2021-2022
 TUITION AND FEES - GROUND CLASSROOM RATES
 FEES (Central Valley)

Type of Fee (Continued)	Amount*	When Due
Check Return Fee	\$ 25.00	Upon notification.
Diploma Rush	\$ 45.00	Upon request.
Duplicate Diploma	\$ 30.00	Upon request.
Duplicate Certificate	\$ 15.00	Upon request.
Transcript	\$ 15.00	Upon request.
Transcript Rush	\$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

TUITION AND FEES - ONLINE RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit" column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	\$398.00	\$250.00	N/A	N/A
Bachelor Degree Programs (except BSN-CB students, or BSN students who sign an enrollment agreement on or after 7/1/2020 - see below)	\$398.00	\$250.00	\$350.00	\$350.00
BSN students who sign an enrollment agreement on or after 7/1/2020	\$350.00	\$250.00	\$350.00	\$350.00
BSN-CB*	\$300.00	\$250.00	N/A	N/A
Master Degree Programs (except MSC, MSN, MAED, and Competency-Based Education programs - see below)	\$698.00	\$575.00	N/A	N/A
MSC programs	\$698.00	\$550.00	N/A	N/A
MSN programs	\$540.00	\$475.00	N/A	N/A
MAED programs	\$540.00	\$475.00	N/A	N/A
MBA-CB, MHA-CB, and MIS-CB program*	\$300.00	\$300.00	N/A	N/A
Undergraduate Certificate Programs (except the programs listed below)	\$398.00	\$250.00	\$350.00	N/A
CERT/APLUS	\$290.00	\$250.00	N/A	N/A
NETPLUS	\$290.00	\$250.00	N/A	N/A
Graduate Certificate Programs (except the programs listed below)	\$698.00	\$575.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	\$540.00	\$475.00	N/A	N/A
ASC Program	\$540.00	\$475.00	N/A	N/A

University of Phoenix, 2021-2022
TUITION AND FEES - ONLINE RATES
FEES (Central Valley)

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
CERT/CTEL Program <i>(For CA residents only)</i>	\$175.00	\$175.00	N/A	N/A
CERT/T2T-E Program	\$280.00	\$280.00	N/A	N/A
CERT/T2T-S Program	\$280.00	\$280.00	N/A	N/A
CERT/ECH Program	\$400.00	\$400.00	N/A	N/A
CERT/ALT-E Program <i>(For FL residents only)</i>	\$275.00	\$275.00	N/A	N/A
CERT/ALT-S Program <i>(For FL residents only)</i>	\$275.00	\$275.00	N/A	N/A
CERT/SPE	\$540.00	\$475.00	N/A	N/A
CERT/AP-E	\$540.00	\$475.00	N/A	N/A
CERT/AP-S	\$540.00	\$475.00	N/A	N/A
CERT/AP-SE	\$540.00	\$475.00	N/A	N/A
Doctoral	\$ 810.00	\$650.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	\$398.00	\$250.00	\$350.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	\$350.00	\$250.00	\$350.00	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	\$698.00	\$575.00	N/A	N/A
Nursing Single Courses - Graduate Level	\$540.00	\$475.00	N/A	N/A
Education Single Courses - Graduate Level	\$540.00	\$475.00	N/A	N/A
Continuing Education for Educators	\$175.00	\$175.00	N/A	N/A

* The University's Competency-Based Education (CBE) programs are not eligible for any pricing discounts and cannot be combined with any employer benefit programs or University offer or promotion.

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

- a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates□
- b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions□
- c) Continuing Students who are participating in the Near Graduation Tuition Reduction program□

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/

or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

□The two tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Prior to 11/1/2016: The rates and fees shown below are applicable to continuing students who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 11/1/2016, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 11/1/2016 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
Associates	\$ 410.00	\$ 410.00
College of Business & Information Technology (Level 100 and Level 200)	\$ 415.00	\$ 410.00
College of Business & Information Technology (Level 300 and Level 400)	\$ 415.00	\$ 635.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/COM (Level 100 and Level 200)	\$ 415.00	\$ 410.00
BS/COM (Level 300 and Level 400)	\$ 415.00	\$ 630.00
BSIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BSIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CCNA	\$ 290.00	\$ 290.00
CERT/ABA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ABA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/ACL (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ACL (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/ACS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ACS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AHIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AHIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AISS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AISS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AMMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AMMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AN (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AN (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/APLUS	\$ 290.00	\$ 290.00
CERT/ASD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ASD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AV (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AV (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/CCNA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CCNA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/CSC (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CSC (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/CTL (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CTL (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/DA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/DA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/DS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/DS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/HIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/HIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/IAS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/IAS (Level 300 and Level 400)	\$ 635.00	\$ 635.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 3)

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University of Phoenix, 2021-2022
TUITION AND FEES - ONLINE RATES
FEES (Central Valley)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
CERT/ISS	\$ 300.00	\$ 300.00
CERT/JRN (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/JRN (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/LCO (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/LCO (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/MMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/MMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/MS (Level 100 and Level 200)	\$ 415.00	\$ 410.00
CERT/MS (Level 300 and Level 400)	\$ 415.00	\$ 630.00
CERT/NS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/NS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/PRG (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/PRG (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/SM	\$ 410.00	\$ 410.00
CERT/VC	\$ 300.00	\$ 300.00
CERT/WA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/WA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
NETPLUS	\$ 290.00	\$ 290.00
College of General Studies (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of General Studies (Level 300 and Level 400)	\$ 450.00	\$ 450.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/BIO (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/BIO (Level 300 and Level 400)	\$ 435.00	\$ 435.00
BS/HIS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/HIS (Level 300 and Level 400)	\$ 435.00	\$ 435.00
BS/HST (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/HST (Level 300 and Level 400)	\$ 435.00	\$ 435.00
SUS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
SUS (Level 300 and Level 400)	\$ 630.00	\$ 630.00
College of Social & Behavioral Sciences (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Social & Behavioral Sciences (Level 300 and Level 400)	\$ 610.00	\$ 610.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/P (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/P (Level 300 and Level 400)	\$ 585.00	\$ 585.00
BSAP/MT (Level 100 and Level 200)	\$ 415.00	
BSAP/MT (Level 300 and Level 400)	\$ 415.00	
BSIOP (Level 100 and Level 200)	\$ 415.00	
BSIOP (Level 300 and Level 400)	\$ 415.00	
BSSW (Level 100 and Level 200)	\$ 415.00	
BSSW (Level 300 and Level 400)	\$ 415.00	
College of Health Professions (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Health Professions (Level 300 and Level 400)	\$ 635.00	\$ 635.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 3)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Nursing (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Nursing (Level 300 and Level 400)	\$ 510.00	\$ 510.00
College of Education (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Education (Level 300 and Level 400)	\$ 420.00	\$ 420.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
CERT/T2T-S	\$ 280.00	\$ 280.00
Continuing Education for Educators	\$ 175.00	\$ 175.00
Non-Degree Single Courses (Level 100 and Level 200)	\$ 410.00	\$ 410.00
Non-Degree Single Courses (Level 300 and Level 400)	\$ 635.00	\$ 635.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	\$ 280.00	\$ 280.00
<p>*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.</p> <p>**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 3 of 3)</p> <p>+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html.</p>		

GRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Business & Information Technology	\$ 740.00	\$ 740.00
College of Social & Behavioral Sciences	\$ 740.00	\$ 740.00
College of Health Professions	\$ 740.00	\$ 740.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
GHC	\$ 595.00	\$ 595.00
HCI	\$ 595.00	\$ 595.00
NHCE	\$ 595.00	\$ 595.00
College of Nursing	\$ 595.00	\$ 595.00
College of Education	\$ 540.00	\$ 540.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
CERT/ALT-E (FL residents only)	\$ 275.00	\$ 275.00
CERT/ALT-S (FL residents only)	\$ 275.00	\$ 275.00
CERT/CTEL (For CA residents only)	\$ 175.00	\$ 175.00
CERT/ECH	\$ 400.00	\$ 400.00
CERT/T2T-E	\$ 280.00	\$ 280.00
CERT/T2T-S	\$ 280.00	\$ 280.00
College of Doctoral Studies	\$ 810.00	\$ 810.00
Continuing Education for Educators	\$ 175.00	\$ 175.00
Non-Degree Single Courses	\$ 740.00	\$ 740.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	\$ 280.00	\$ 280.00
<p>*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.</p> <p>**See introductory page of the Tuition and Fees section for definitions of new and continuing students</p> <p>+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html.</p>		

FEES (Online)

Type of Fee	Amount*	When Due
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 500	\$ 150.00	
CCMH 502	\$ 150.00	
California Student Tuition Recovery Fund (STRF) (non-refundable) <i>*Applies to California students only</i>	Effective for Enrollment Agreements signed on or after February 8, 2021, the STRF assessment rate is \$0.50 per \$1,000 of institutional charges, rounded to the nearest \$1,000. For charges of \$1,000 or less, the assessment is \$0.00.	Upon notification.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance		Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	\$ 132.50 - \$162.50	
CBEST Examination	\$ 0.00 - \$50.00	
CSET Examination	\$ 41.00 - \$102.00 \$ 99.00 - \$134.00	
Portfolio Examination Fee	\$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
rEsource Fees+ (if applicable) <i>rEsource fees are not applicable to competency-based education (CBE) programs</i>		
Undergraduate++	\$ 170.00	Due in accordance with the payment option chosen in Financial Options Guide.
Graduate	\$ 195.00	
Doctoral	\$ 205.00	
Continuing Education for Educators	\$ 75.00	
DCE	\$ 25.00	
CLEP®/DSST Examination+++ Student Exam Fees	\$ 20.00	Upon notification.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

Type of Fee	Amount*	When Due
Check Return Fee	\$ 25.00	Upon notification.
Diploma Rush	\$ 45.00	Upon request.
Duplicate Diploma	\$ 30.00	Upon request.
Duplicate Certificate	\$ 15.00	Upon request.
Transcript	\$ 15.00	Upon request.
Transcript Rush	\$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

FACILITIES

Arizona Locations

Phoenix Campus

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Online

Administrative Offices

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723
602 557-2000

California Locations

Central Valley Campus

45 River Park Place West
Fresno, CA 93720-1552
800 266-2107

Bakersfield Learning Center

4900 California Ave
Bakersfield, CA 93309-7018
800 266-2107

Visalia Learning Center

301 East Acequia Ave
Visalia, CA 93291-6341
800 266-2107

Sacramento Valley Campus

2860 Gateway Oaks Drive
Sacramento, CA 95833-4334
800 266-2107

San Diego Campus

9645 Granite Ridge Drive
Suite 200
San Diego, CA 92123-2658
800 473-4346

El Centro Learning Center

3095 N Imperial Avenue
Suite 101
El Centro, CA 92243
760 355-1190

Southern California Campus

Main - Ontario

3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Gardena Learning Center

1515 W 190th Street
Suite #450
Gardena, CA 90248-4319
800 888-1968

La Palma Learning Center

6 Centerpointe Drive
La Palma, CA 90623-2503
800 888-1968

Lancaster Learning Center

1202 W Avenue J
Lancaster, CA 93534-2902
800 888-1968

Murrieta Learning Center

25240 Hancock Ave
Murrieta, CA 92562-5990
951 677-0883
800 888-1968

Pasadena Learning Center

299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

Hawaii Locations

Hawaii Main Campus

949 Kamokila Blvd
Suite 101
Kapolei, HI 96707-2082
808 693-8686

Nevada Locations

Las Vegas Campus

3755 Breakthrough Way
Las Vegas, NV 89135-3047
702 352-2936

Texas Locations

Dallas Campus

12400 Coit Road
Dallas, TX 75251-2004
972 385-1055

Houston Campus

11451 Katy Freeway
Houston, TX 77079-2004
713 465-9966

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Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

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- Humanities; General Education, and History
- Mathematics
- Sciences

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

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- Counseling
- Human Services and Social Work
- Public Administration
- Psychology

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Alliant International

University Cornerstone

Akins, Sheri, MS

California State University -

Bakersfield

Anning, Mark, MAM

National University

Babb, Cheryl, MSW

California State University -

San Bernardino

Baird, John, PsyD

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County

Banton, Christa, EdD

Argosy University - Chicago

Bazant, Rick, PsyD

Alliant International

University Cornerstone

Beer, Adam, MA

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National University

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University Fresno

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Saint Mary's College of

California

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Alliant International

University Cornerstone

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New York University

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Capella University

Cardenas, Gilbert, MA

Fresno Pacific University

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National University

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California State University -

Fresno

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Pepperdine University

Charm, Corine, PhD

Pacifica Graduate Institute

Chaudhry, Shahzad, MS

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Bakersfield

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University of Phoenix

Cook, Bryan, MS

San Diego State University

Craft, Gina, PsyD

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The George Washington

University

Daub, Christopher, PhD

Capella University

Daugherty, Dennis, MS

California State University -

Sacramento

Davis, Bindhu, PsyD

Alliant International

University Cornerstone

Dean, Peter, MA

Fresno Pacific University

Del Mese, Lawrence, MPA

California State University -

Northridge

Diaz, Ruben, MPA

National University

Dorough, Dustin, MPA

California State University -

Fresno

Edralin, Angelo, JD

Stanford University

Edwards, Norris, MA

California State University -

Bakersfield

Elliott, Tonya, MA

National University

Emerick, Timothy, PhD

Saybrook University

Espinosa, Robert, MPA

Capella University

Favors, Lynette, MAEd

University of Phoenix

Fernbach, Hryso, PsyD

Yeshiva University

Gallimore, Timothy, MS

University of Phoenix

Gamache, Louis, MA

University of Redlands

Gamble, Susan, PsyD

Alliant International

University Los Angeles

Gin, Kimberly, MS

University of Phoenix, 2021-2022
FACULTY
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

University of New Haven	Regent University	Pichardo, Rudy, MPA	University Fresno
Gomez, Matthew, MBA	Johnson, Joy, MSW	California State University -	Swanson, Albert, MPA
National University	California State University -	Northridge	Troy University
Gomez, Rafael, MS	Bakersfield	Pollock, Jessica, MAEd	Takla, La Tanya, EdD
University of La Verne	Kaufman, Brian, MSW	Alliant International	Argosy University - Los
Gonzalez, Joe, MA	California State University -	University Cornerstone	Angeles
California State University -	Long Beach	Pruitt, Beverly, MA	Taylor, James, MA
Dominguez Hills	Keating, Kim, MA	National University	Chapman University
Green, Kai, MS	Phillips Graduate Institute	Reed, Hal, MA	Teh, James, JD
California State University -	Kennedy, Prudence, MSW	California State University -	University of The Pacific
Long Beach	San Diego State University	San Bernardino	Teramoto, Christine, MA
Gutierrez, Jess, MA	Knee, Leda, MSW	Rexroat, Katherine, MA	Chapman University
California State University -	Boston University	National University	Thacker, Stacey, MA
San Bernardino	Knight, Leonard, DPA	Richert, William, MA	National University
Hansen, Erika, EdD	University of La Verne	California State University -	Tiberg, Dianne, MS
Argosy University - Phoenix	Kyle, Kristin, PsyD	San Bernardino	California State University -
Harb, Juanita, PhD	California Southern	Ritschard, Jeffrey, JD	Fullerton
Pacifica Graduate Institute	University	University of California -	Torok-Mangasarian, Julie, MA
Harden, Joyce, MA	Lambert, Jason, MSW	Davis	National University
Antioch University	Walla Walla University	Roberts, James, MA	Trombley, Mary Jo, PhD
Hardin, Larry, MA	Lunceford, Lynn, MA	Azusa Pacific University	Howard University
Webster University	Alliant International	Rodriguez, John, JD	Underwood, Vicki, MSW
Haynes, Elizabeth, MA	University Cornerstone	Loyola Marymount	California State University -
National University	Madrigal, Mary, PsyD	University	Bakersfield
Hebron, Cynthia, MS	Saybrook University	Romain, Lisa, PhD	Vangerov, John, MS
California State University -	Malek, Bryce, PsyD	Alliant International	California Lutheran
Fresno	Phillips Graduate Institute	University Los Angeles	University
Henderson, Michael, MA	Marco, Christopher, MS	Rosales, Rosemarie, MS	Venegas, Mario, EdD
John F. Kennedy University	Saint Joseph's University	University of Phoenix	University of Southern
Herweck, Diana, PsyD	Marks, Mari, PhD	Rosen, Eric, MS	California
Alliant International	Florida Institute of	California State University -	Walton Ellis, Keasha, PsyD
University Cornerstone	Technology	Fresno	Argosy University - Orange
Hewett, Eugene, PhD	Mavrogeorge, Paul, MA	Rousch, Jennifer, PsyD	County
University of Southern	Fresno Pacific Biblical	Alliant International	Warren, Bethany, MSW
California	Seminary	University Los An	San Diego State University
Hill, Sharae, MA	Mc Lellan, Andrea, MA	geles	Watts, Brett, PhD
Argosy University - Los	Chapman University	Salazar, Wendy, MA	California Institute of Integral
Angeles	Mccormick, Jamey, MS	Pacifica Graduate Institute	Studies
Hillis, Jason, MPA	University of Phoenix	Schweon, Craig, PhD	Weaver, Bonita, MS
California State University -	Mcnutt, Bryan, PhD	The Pennsylvania State	University of Phoenix
Bakersfield	Pacifica Graduate Institute	University	Weintz, Donald Kirk, MA
Holzer, Jessica, MA	Miller-Galaz, Michelle, EdD	Scott, Joann, MSW	National University
Alliant International	Northeastern University	San Diego State University	Wheeler, Mary, MA
University Scripps Ranch	Mitchell, David, DMA	Shain, Roman, PhD	National University
Hudson, Mark, MS	The University of Georgia	California Southern	Wilson, Constant, MBA
California State University -	Moore, Germaine, MPA	University	National University
Fresno	National University	Shofner, Joe, MPA	Wilson, Stefani, MS
Huskey, Jason, JD	Natali, Elizabeth, MSW	California State University -	Oklahoma State University
Western State University	California State University -	Northridge	Zhukov, Vera, PsyD
College of Law	San Bernardino	Steele, Aimee, JD	Chicago School of
Hutchinson, Desirae, MS	Nazaretian, Peter, MS	University of California -	Professional Psychology
University of La Verne	California State University -	Davis	
Jablonski, Andrea, PsyD	Fresno	Stoick, Joshua, MS	
Alliant International	Parker, James, MS	California State University -	
University Cornerstone	University of Phoenix	Fresno	
Jacobs, Bonnie, PhD	Penski, Kendra, MSW	Storm, Karin, EdD	
Alliant International	San Diego State University	University of Phoenix	
University Los Angeles	Pettengill, Robert, MFS	Sulier, Kellie, PsyD	
Jenkins, Jennifer, MA	National University	Alliant International	

SCHOOL OF BUSINESS AND INFORMATION TECHNOLOGY

Deans

Dean

Kevin Wilhelmsen, PhD

Assistant Dean

Lisa Paulson, MSIM

Associate Dean

Joseph Aranyosi, MFA

Ahmed Omar, DBA

Kathryn Uhles, MSP

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Accounting
- Financial Planning
- Law and Ethics
- Management
- Functional Management
- Strategic Analysis and Planning
- Technology

Faculty

Abbott, Chrystal, MBA

Purdue University Global -
Davenport

Aizon, Antoniette, PhD

Alliant International
University Fresno

Aldape, Juan, MBA

University of Phoenix

Alexander, Woody, MBA

University of Missouri -
Kansas City

Allauddin, Ahmer, MS

Golden Gate University

Allen, Robert, MS

University of Southern
California

Allen, Thomas, MBA

University of La Verne

Allison-Aipa, Timothy, PhD

Alliant International
University Los Angeles

Andersen, Bruce, MS

Golden Gate University

Anderson, Jr., Marcus, MEd

Lamar University

Angst, Oswald, MIS

University of Phoenix

Apuan, Ralph, MBA

Keller Grad School of Mgt

Arellano, Roy, MIS

University of Phoenix

Arnold, Shaune, JD

University of California
Hastings College of Law

Ashtari, Bitu, JD

Oklahoma City University

Baker, Darryl, DBA

University of Phoenix

Baly, Scott, JD

California Western School of
Law

Barraza, Al, MBA

National University

Basic, Lamija, EdD

Brandman University

Basiulis, Algis, MS

University of Southern
California

Belgarde, Samara, JD

University of Southern
California

Benito, Rick, MMAS

United States Army
Command and General Staff

College

Billett, Antonio, MBA

California State University -
San Bernardino

Blevins, Gregory, JD

San Joaquin College of Law

Boggs, Robert, EdD

University of La Verne

Bookbinder, Hal, MA

University of Northern
Colorado

Bourgault, Charles, MS

Capella University

Bowman, Robert, MAOM

University of Phoenix

Brittian, Willetra, MA

Azusa Pacific University

Bugarin, Tem, DBA

Alliant International
University Cornerstone

Bullon, Brigitte, MBA

University of San Diego

Campas, Jr., Steven, MS

California State University -
Long Beach

Cardenas, Alexander, MAOM

University of Phoenix

Carty, Heidi, PhD

Loyola University Chicago

Castaneda, Andrew, MS

California State University -
Bakersfield

Ceballos, Michael, MBA

University of La Verne

Chambers, Linda, MBA

University of Phoenix

Charles, Colette, MA

National University

Chell, Dax, MBA

National University

Cheng, Chosen, MS

Carnegie Mellon University

Cheng, Joe, MBA

University of California - Los
Angeles

Cheng, Steven, MS

Syracuse University

Clark, Thelma, MS

Troy University

Clark-Harris, Alice, DM

University of Phoenix

Cons, Carlos, MBA

California State University -
Dominguez Hills

Cordero, Roberto, DBA

University of Phoenix, 2021-2022
FACULTY
SCHOOL OF BUSINESS AND INFORMATION TECHNOLOGY

University of Phoenix	Galindo, Michael, MBA	Tulane University	West Coast University -
Cortes, Pete, MBA	Daniel Webster College	Iyengar, Arun, MS	Shatto
Loyola Marymount	Garcia, Catherine, MAOM	Polytechnic Institute of New	Landesman, Robert, MBA
University	Azusa Pacific University	York University	City University of New York -
Coughlin, Eileen, MPA	Garcia, Mitchell, MBA	Jackson, Janet, JD	Bernard M. Baruch College
Arizona State University	Keller Grad School of Mgt	University of Oregon	Larkin, Robert, DBA
Cripe, Krisda, DM	Gardner, Lori, MAOM	Jain, Sundeeep, MSM	University of Phoenix
University of Phoenix	University of Phoenix	Oakland City University	Leon, John, MSCS
Crow, Elizabeth, MBA	Garrett, Steven, MBA	Jimenez, Francisco, MBA	California State University -
University of Phoenix	Capella University	University of Phoenix	Fullerton
Dalrymple, Samuel, MBA	Ghormley, James, DM	Johnson, Miesha, MPA	Lerner, Mary, JD
University of Phoenix	University of Phoenix	California State University -	San Joaquin College of Law
De Veto, Anthony, MM	Godat, Eric, MS	Northridge	Levitt, Catherine, DBA
Wayland Baptist University	Naval Postgraduate School	Johnson, Raymond, MBA	Alliant International
Dennis, Lela, MA	Goedhart-Humphrey, Christine,	University of Redlands	University Cornerstone
University of Arizona Global	MBA	Johnson, Vaughn, MS	Lindvall, John, MA
Campus	University of La Verne	California State University -	Claremont Graduate
Di Gaetano, Anthony, MAOM	Gonzales, Larry, MBA	Sacramento	University
University of Phoenix	The University of Dallas	Jordan, Constance, MBA	Loreto, Paul, JD
Doucet, Laron, EdD	Goodman, Jean, MBA	California State University -	Southwestern Law School
Pepperdine University	Loyola Marymount	Dominguez Hills	Lovitch, Ira, MBA
Dreighton, Richie, MPM	University	Joseph, Priyabal, MBA	University of Phoenix
Keller Grad School of Mgt	Green, Virginia, PhD	Pepperdine University	Luarca, Luis, MBA
Dumais, Claudine, EdD	Capella University	Kadevari, Ramana, MBA	University of La Verne
Pepperdine University	Greene, Rodney, MBA	University of Redlands	Maevers, Kevin, MAOM
D'urso, Daniel, MS	University of Phoenix	Kadlec, John, MBA	Chapman University
Rivier College	Gudea, Sorin, PhD	University of California -	Makofske, James, DBA
Ellis, Anthony, JD	Claremont Graduate	Riverside	Golden Gate University
University of Toledo	University	Kanouse, Kenneth, JD	Mangiameli, Fred, MBA
Ellis, Johnell, EMBA	Gutierrez, Elsa, MBA	Western State University	University of Southern
University of Southern	University of Phoenix	College of Law	California
California	Hayath, Israr, MS	Keehn, Kelly, MBA	Martin, Corinne, MBA
Elsayess, Mahmoud, PhD	California State University -	University of Southern	California State University -
Capella University	Dominguez Hills	California	Long Beach
Erickson, Arlys, MScA	Hayes, Chareese, MBA	Keller, Nyle, MBA	Martin, Gregory, JD
Central Michigan University	Purdue University Global -	University of Phoenix	University of Oklahoma
Ershadi, Dariush, MBA	Davenport	Kelly, Kathryn, PhD	Martin, Luke, JD
Central State University	Henderson, Bernard, MAOM	Claremont Graduate	California Western School of
Etherton, William, MAOM	University of Phoenix	University	Law
University of Phoenix	Henderson, Erin, MS	Kemmer, Kathleen, DBA	Martinez, Gerardo, MBA
Ettenheim, Margaret, MHRD	San Diego State University	Argosy University - Orange	California State University -
University of San Francisco	Hlaing, Kimberly, MA	County	Stanislaus
Farley, John, MBA	Claremont Graduate	Key, Robert, MBA	Martinez-Sanchez, Rocio, DSW
University of Phoenix	University	University of Phoenix	University of Southern
Fernandez, Jr., Guido, MBA	Hoffman, Lee, MBA	Khan, Amir, MS	California
University of La Verne	National University	Northwestern University	Massey, Calvin, MBA
Foote, Tracy, MBA	Holliday, Susan, MAOM	Khan, Farooq, MBA	National University
Webster University	University of Phoenix	Western Michigan University	Mathews, Dean, MBA
Fortuna, Peter, MA	Huber, Maria Ruby, MBA	Koboldt, Geoffrey, MBA	National University
California State University -	University of Phoenix	Pepperdine University	Mathis-Roberts, Shannon,
Fresno	Humphreys, John, EMBA	Krohn, Steven, MBA	MAOM
Francis, Dexter, PhD	Golden Gate University	California State University -	University of Phoenix
Capella University	Hurtarte, Jorge, PhD	Sacramento	Mc Guckian, Dennis, MBA
Freeman, Leslie, MA	Auburn University	Kuniyoshi, Susan, MBA	Dartmouth College
Webster University	Ibarra, German, MBA	California State Polytechnic	Mc Killip, David, JD
Fritch, John, PhD	Inter American University of	University-Pomona	University of The Pacific
Northcentral University	Puerto Rico Metropolitan	Kuntz, David, MBA	Mcdermott, Hamilton, MIT
Fritzenkotter, Stephen, MBA	Campus	University of Phoenix	American Intercontinental
National University	Inglis, Rob, MBA	Land, Jack, MSM	University

University of Phoenix, 2021-2022

Mcduffie, Martin, MHRM	Northcentral University	Singh, Amarjit, PhD	Williams, Constance, EdD
Keller Grad School of Mgt	Oslund, Larry, EdD	University of London	Fielding Graduate University
Meade, Jerry, MA	Pepperdine University	Singh, Mahesh, MBA	Williams, Kari, MBA
Fresno Pacific University	Page, Wesley, MAOM	University of Phoenix	National University
Mendezona, Matthias, MM	University of Phoenix	Sirirat, Boriphan, MS	Williams, Zeneo, EdD
University of The Philippines	Pay, Martin, MBA	National University	University of Southern
Miller, Kenneth, EdD	University of Phoenix	Smith, August, MBA	California
University of Southern	Payongayong, Noriel, MSCIS	Keller Grad School of Mgt	Wong, Jennie, EdD
California	University of Phoenix	Sommers, Carol, PhD	Pepperdine University
Miller, Petermax, EdD	Payton, Matiel, MS	Northcentral University	Woodard, Scott, MBA
Argosy University - Denver	California State University -	Spotswood, Robert, MBA	California State University -
Miller, Rae, MBA	Dominguez Hills	Pepperdine University	Stanislaus
California State University -	Perez, Francisco, MBA	Stack, Ginger, MBA	Woods, Timothy, PhD
Dominguez Hills	University of Phoenix	University of Phoenix	Walden University
Mirza, Agha, MBA	Peterson, Susan, MBA	Stapp, Griffen, MBA	Woodward, Tricia, JD
California State University -	East Tennessee State	University of Phoenix	California Western School of
Bakersfield	University	Starr-Parker, Symone, DM	Law
Morales, Rosemary, DM	Piccillo, Sandra, MBA	University of Phoenix	Wyatt, Amber, MIT
University of Phoenix	University of Redlands	Stotts, Janet, MBA	American Public University
Mumford, Malcolm, MBA	Powers, Mikal, MS	University of Phoenix	System
Harvard University	University of Phoenix	Swafford, Jr., Richard, MIS	Xiong, Blong, MBA
Murphy, Maureen, MBA	Rangwala, Mehul, MBA	University of Phoenix	National University
University of California - Los	University of California -	Taousakis, Michael, MS	Xu, Yaping, MS
Angeles	Davis	Virginia Polytechnic Institute	Dartmouth College
Naraghi, Mehdi, MS	Rodriguez, Jimmy, JD	and State University	Yeager, Michelle, MS
American University Dc	San Joaquin College of Law	Telado, Felix, MBA	San Diego State University
Nelson, Cheryl, DPA	Roe, Michael, MS	University of Phoenix	Young, Stephen, PhD
University of La Verne	Union Institute and	Thiele, Brian, MBA	Walden University
Nelson, Glenn, JD	University	Golden Gate University	Zecca, Mark, PhD
University of California - Los	Rudick, Danny, MBA	Thomas, Diannah, MA	Capella University
Angeles	The University of	Fresno Pacific University	Zhang, Hedy, JD
Nezerwe, Yvan, DBA	Connecticut	Thompson, Darrell, MS	University of Wisconsin -
Alliant International	Sanderson, Michael, MBA	National University	Madison
University Cornerstone	University of Phoenix	Thurman-Bowen, Traci, MA	
Nguyen, Hoang, PhD	Sarkany, Lynn, MBA	University of Redlands	
University of Illinois at	Claremont Graduate	Treeby, Ross, MS	
Urbana-Champaign	University	Golden Gate University	
Nguyen, Lam, MS	Say, Tania, MBA	Tripodes, Dean, MBA	
Golden Gate University	National University	Claremont Graduate	
Nichols, Roger, MA California	Scheitrum, Ward, MBA	University	
State University - San	California State University -	Valenzuela, Larry, MPA	
Bernardino	Fresno	San Diego State University	
Nommensen, Neil, MPA	Schloss, Louann, MBA	Vorsanger, Charles, MS	
Indiana University -	San Diego State University	University of Southern	
Northwest	Schorling, Douglas, JD	California	
Norcross, David, MSBA	University of California -	Wadsworth, Gloria, MAOM	
University of Wyoming	Davis	University of Phoenix	
Obeidat, Sara, MS	Scipio, Andre, MBA	Walker, Tina, DM	
University of San Francisco	Pepperdine University	University of Phoenix	
O'brien, John, MBA	Sell, Robert, MS	Walle, Kristin, EdD	
Rensselaer Polytechnic	California State University -	Pepperdine University	
Institute	Fresno	Wang, Kun, MS	
O'brien, John, JD	Sharghi, George, DBA	California State University -	
Michigan State University	Alliant International	Fresno	
Ohanesian, Fredrick, EdD	University Scripps Ranch	Watson, Lena, DHS	
Pepperdine University	Sharifzadeh, Mohammad, PhD	Nova Southeastern	
Okpara, Neruka, DPA	Walden University	University	
University of La Verne	Sims, Richard, MA	Wilkinson, Jay, MBA	
Oni, Oludotun, PhD	University of Dayton	National University	

COLLEGE OF HEALTH PROFESSIONS

Dean

Mark Johansson, DHSc

Assistant Dean

Nye Clinton, MBA

Associate Dean

Heather Steiness, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Health
- Public Health

Faculty

Aish, Nathan, MPH
Ohio State University
Almaden, Stefany, PhD
Walden University
Alvarado, Sheela, MA
University of San Francisco
Amos, Qiana, MPA
Loma Linda University
Campbell, Marquez, MAS
University of California - San Diego
Cathro, Heather, PhD
University of Phoenix
Do, Tram Emily, JD
Kaplan University
Ferguson, Donna, MBA
University of Phoenix
Gregory, Lynn, MA
Brandman University
Lee, Lily, EdD
Capella University
Luu, Arlene, JD
California Western School of Law
Nathan, Stephanie, MPH
Loma Linda University
Nguyen-Grozavu, France, PhD
University of California - Los Angeles
Nwadike, Bismarck, MHA
University of La Verne
Perez, Vivian, MPA
San Diego State University
Pi, John, MBA
Keller Grad School of Mgt
Price Noble, Kelly, DHA
University of Phoenix
Saechao, Diana, MA
Brandman University
Sandoval, Ramiro, MBA
National University
Schultz, Richard, PhD
Walden University
Sevilla, William, MBA
Golden Gate University
Slaughter, Djuanique, MPA
California State University - Dominguez Hills
Tam, Tobey, PhD
University of California - San Diego
Wade, Warren, PhD
California Institute of Technology

Young, Rachelle, MIS
University of Phoenix

COLLEGE OF NURSING

Deans

Dean

Kathleen Winston, PhD

Associate Dean

Francine Nelson, PhD

Raelene Brooks, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Nursing: MSN-FNP
- Nursing: Pre-licensure
- Nursing: MSN
- Nursing: RN to BSN
- Nursing: DNP

Faculty

Abbott, Jenny, MSN

University of Phoenix

Aquino, Catherine, MSN

University of Phoenix

Ares, Terri, PhD

Villanova University

Avila, Pamela, DNP

Wilkes University

Axman, Linnea, DPH

The George Washington University

Azores, James, MSN

Concordia College - Manila

Bafaloukos, Carol, DNP

Frontier Nursing University

Bai, Yan, MS

California State University - Long Beach

Barber, Regina, MSN

University of San Francisco

Bashaw, Erin, DNP

University of San Francisco

Battick, Arvella, DNP

Walden University

Black-Robinson, Louise, DNP

Western University of Health Sciences

Blanco, Roy, MS

California State University - Sacramento

Bradley, Darlene, PhD

Capella University

Bryant, Pamela, MSN

University of Phoenix

Chaffee, Mark, BSN

University of Phoenix

Chimienti, Sabrina, DNP

Western University of Health Sciences

Cota, Stephanie, MHA

University of Phoenix

Da Costa, Brenda, MSN

University of Phoenix

Delgado, Janet, MN

University of Washington

Devkaran, Minu, MSN

University of Phoenix

Evans, Marlene, MSN

University of San Francisco

Fernandez, Lea, MSN

Liberty University

Garrett, Liana, MN

University of California - Los Angeles

Goldsmith, Camille, MN

University of California - Los Angeles

Greenberg, Victoria, MS

California State University - Long Beach

Hagenbaugh, Rachel, MSN

California State University - Dominguez Hills

Hagerty, Marylyn, DNP

Walden University

Hamilton, Randall, DNP

Frontier Nursing University

Hankins, Julie Ann, MSN

California State University - Long Beach

Hettig, Julie, MSN

California State University - Long Beach

Horper, Penny, MS

University of California - San Francisco

Huley, Pamela, MSN

University of Phoenix

Khaghani, Fatemeh, EdD

Pepperdine University

Lee, Julia Chaw-Chih, DNP

California State University - Fresno

Lewis, Stephanie, MN

University of Phoenix

Long, Kimberly, DHA

University of Phoenix

Lozano, Kathleen, MSN

University of Phoenix

Lund, Carla, MS

California State University - Dominguez Hills

Lush, Mary, PhD

University of California - San Francisco

Mahoney, Helen, MD

University of California - Irvine

Migaud, Margaret, DNP

Robert Morris University

Millar, Jennifer, MSN

University of Phoenix

Miller, Hilary, MSN

University of Phoenix

Monroe, Pamela, MSN

Walden University

Parackal, Elizabeth, DNP

Grand Canyon University

Pence, Debra, MSN

University of Phoenix
Porter, Pamela, DNP
Western University of Health
Sciences
Potter, Susan, MSN
University of Phoenix
Reynolds, Charles, PharmD
University of Southern
California
Rhodes, Torri, MSN
University of Phoenix
Riccio, Patricia, PhD
University of California - Los
Angeles
Sandoval, Carolina, DNP
Azusa Pacific University
Silveri, Charles, DNP
University of New Mexico
Simien-Robnett, Litanya, MSN
California State University -
Dominguez Hills
Stecker, Mona, DNP
West Virginia University
Tsai, Lita, MA
New York University
Turingan, Elisabeth, DNP
Grand Canyon University
Velasquez, Mary, MS
University of California - San
Francisco
West, Katharine, DNP
California State University -
Fresno
Zepeda, Martha, DNP
Walden University

COLLEGE OF EDUCATION

Deans

Dean

Pamela Roggeman, EdD

Assistant Dean

Jon Lewis, MAE

Associate Dean

Ashley Bartley, MAEd

Lisa Ghormley, MAED

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Administration and Supervision
- Adult Education and Training
- Continuing Education
- Curriculum and Instruction
- Teacher Education

Faculty

Armstrong, Allison, MAEd
California State University -
Sacramento

Curci-Reed, Lori, EdD
University of West Florida

Elliott, Thomas, EdD
University of Phoenix

Hickman, Ryan, MA
National University

Januse, Jaime, MEd
National University

Pendleton, Gay Lynn, EdD
Argosy University - Santa
Monica

Randall, John, EdD
La Sierra University

Taylor, Julia, MA
University of California - San
Diego

Tocco, Helen, MAEd
San Diego State University

COURSE GUIDE- COURSE DESCRIPTIONS

2021-2022

UNIVERSITY OF PHOENIX

Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic Catalog constitute all active credit-bearing University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th of the previous month. Please contact a University representative for additional details about course availability and course information for a specific location or modality of instruction.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	Activity Description
ACC 210	Accounting Information Systems	3	This course introduces accounting students to the use of accounting systems and real-world applications, such as QuickBooks. Areas of study include fundamental concepts and technologies, the Internet, intranets, electronic commerce, information systems development, accounting and bookkeeping principles, decision support systems, and the preparation of accounting-related documents and statements in QuickBooks.
ACC 290	Principles of Accounting I	3	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 290T	Principles of Accounting I	3	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 291	Principles of Accounting II	3	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.

ACC 291T	Principles of Accounting II	3	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.
ACC 316	QuickBooks	3	This course introduces accounting students to the use of accounting systems using QuickBooks. Topics include: QuickBooks basics, setting up a company, and the management of financial information.
ACC 316T	QuickBooks	3	This course introduces accounting students to the use of accounting systems using QuickBooks. Topics include: QuickBooks basics, setting up a company, and the management of financial information.
ACC 326	Managerial Accounting	3	

ACC 326T	Managerial Accounting	3	This course provides an introduction to managerial accounting and covers various fundamental concepts relating to the accounting environment. Topics include: cost concepts and allocation, short-term and long-term financial assets, current and long-term liabilities, contributed capital, stock holder equity, and the analysis of financial statements.
ACC 349	Cost Accounting	3	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 349T	Cost Accounting	3	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 400	Accounting for Decision Making	3	This course focuses on effective decision making as it relates to accounting and financial activities in a business enterprise. Course topics will include cost management, budgeting, business operations, financial management, and financial analysis. Students will develop the necessary analytical tools to enhance business operations.

ACC 421	Intermediate Financial Accounting I	3	This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows, and full disclosure issues.
ACC 421T	Intermediate Financial Accounting I	3	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422	Intermediate Financial Accounting II	3	This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, as well as cash and cash equivalents. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.
ACC 422T	Intermediate Financial Accounting II	3	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.

ACC 423	Intermediate Financial Accounting III	3	This course is the third of a three-part series of courses related to intermediate accounting. This course examines owners' equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.
ACC 423T	Intermediate Financial Accounting III	3	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes and errors, and the statement of cash flows.
ACC 455	Corporate Taxation	3	This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456	Individual/Estate Taxation	3	This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 460	Government and Non-Profit Accounting	3	This course covers fund accounting, budget and control issues, revenue and expense recognition, and issues of reporting for both government and non-profit entities.
ACC 491	Contemporary Auditing I	3	This course is the first in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.
ACC 492	Contemporary Auditing II	3	This course is the second in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.
ACC 497	Advanced Topics in Accounting Research	3	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

ACC 537	Financial Accounting	3	In this course, students are introduced to the basic concepts and methods of corporate financial statements commonly used by investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.
ACC 541	Accounting Theory & Research	3	In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder's equity, and a program overview.
ACC 542	Accounting Information Systems	3	In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543	Managerial Accounting & Legal Aspects of Business	3	In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting; cost analysis; management planning and control; negotiable instruments; secured transactions; debtor-creditor relationships; property and insurance; and legal aspects of employment and environment.

ACC 544	Internal Control Systems	3	In this course, students gain a broad perspective of the control environment and the role it plays in attainment of financial and operational goals of the organization. Topics include an overview of the control environment, risk management, internal control systems, control activities for business functions, controls for information technology systems, and reporting on internal controls.
ACC 545	Financial Reporting	3	This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546	Auditing	3	In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACC 547	Taxation	3	In this course, students develop an understanding of the federal income tax law and its application to individuals, partnerships and corporations. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S corporations, and partnerships.

ACC 548	Not-for-Profit & Government Accounting	3	In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.
ACC 556	Forensic Accounting	3	In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.
ACCCB 543	Managerial Accounting and Legal Aspects of Business	3	<p>In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.</p> <p>Competency 13: The student will analyze key aspects of managerial accounting and capital budgeting to drive effective business decisions</p> <p>Competency 14: The student will employ strategic decision-making methods to budget, track, analyze, and control business costs.</p> <p>Competency 15: The student will evaluate laws, regulations, and business risks associated with business operations.</p>
ADM 511	Personnel Administration for Educators	3	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.

ADM 512	Leadership Strategies for Educators	3	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards. Participants also explore ways to facilitate positive school change.
ADM 513	School Law for Educators	3	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 514	School Finance for Educators	3	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.
ADM 516	Ethical and Legal Issues for Administrators	3	This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.

ADM 517	Special Education Program Administration	3	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.
ADMIN 500	Orientation to Administration and Supervision	0	This course is designed to provide an orientation to the primary components of the Master of Arts in Education/Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
ADMIN 518	Leadership and Collaborative Processes	3	This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams.
ADMIN 524	Supervision of Curriculum, Instruction and Assessment	3	This course examines principals' responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

ADMIN 528	Administration of Special Programs	3	This course provides students with an overview of an administrator's role in a wide array of special programs offered in public schools today. Candidates examine programs and services geared towards diverse student populations, including special education, English learners (EL), gifted education, Title I, alternative education, early childhood, career readiness, and school counseling programs. In addition, candidates learn about the importance of student and teacher leadership, as well as Response to Intervention (RTI) as a model for school improvement.
ADMIN 536	School Finance and Facilities Management	3	This course provides an overview for principal candidates in the basic concepts of school finance and facilities management. Topics include school funding and finance, legal and political issues of school funding, and the benefits of school funding. Principal candidates will also examine issues regarding facilities planning and management. Principal candidates will participate in field experiences related to school finance and facilities management.
ADMIN 555	School Policy and Law for Principals	3	This course examines legal and ethical principles and practices in the context of the educational setting. The legal framework, laws, liability, curriculum, attendance, religion, and school safety are all discussed, analyzed, and applied to current educational practices.
ADMIN 560	Human Resources Leadership and Management	3	This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

ADMIN 565	School Improvement Processes	3	This course focuses on the use of assessments in K-12 education and their role in developing school improvement plans from a principal's perspective. Candidates review the types of assessments that a school leader needs to be familiar with, the data they generate, and how to interpret the data for decision-making purposes. In addition, the instructional improvement model and the process of continuous school improvement are explored.
ADMIN 570	Equity, Diversity, and Access in Education	3	This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 575	Family, Community, and Media Relations	3	This course focuses on the role of the school principal as a catalyst in developing and maintaining relationships with families, business and community groups, and the media to support a school's vision and programs. Candidates examine the importance of public relations, effective communication practices, and strategies for identifying a community's resources, interests, and needs. Candidates will also analyze ethical considerations for working with external stakeholders, establishing effective media relations, and building business partnerships to benefit their school and community. In addition, candidates plan a social action project that involves school, families, community, and the media.
ADMIN 591A	Principal Internship Part I: Instructional Leadership	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.

ADMIN 591B	Principal Internship Part II: Organizational Management	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.
ADMIN 591C	Administrative Internship Part III: Professional Practice	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
ADMIN 594A	Administrative Practicum Part I: Instructional Leadership	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.
ADMIN 594B	Administrative Practicum Part II: Organizational Management	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

ADMIN 594C	Principal Practicum Part III: Prof Perspectives & Ref Prac	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
AET 500	Foundations of Adult Learning Theory	3	Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.
AET 508	Community-Based Education	3	This course provides an analysis of community-based programs and services available for adult learners. Students examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. In addition, students examine issues, trends, and barriers to success for adult learners. Students also review special populations of adult learners and their needs for community-based education.
AET 552	Marketing Adult Education	3	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.

AET 560	Facilitating Change	3	Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.
AET 562	Social Media for Professional Learning	3	Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570	Program Development in Adult Education	3	Learners examine a leader's role in developing and managing adult education within an organization. Learners define the organization's learning needs from a systems perspective, review the leader's role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.
AJS 503	Intro to Graduate Study in Criminal Justice and Security	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Students will learn program standards and objectives, graduate-level oral and written communication, collaboration, as well as locating, evaluating, and citing scholarly resources in the criminal justice and security disciplines.

AJS 504	Survey of Justice and Security	3	This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
AJS 505	Foundations of Justice and Security	3	This foundational course introduces the philosophies and relationships between policing, the court systems, corrections, and private security. Students will learn about public safety organizations and private sector organizations.
AJS 514	Criminological Theory	3	This is an advanced course in theories and crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.
AJS 515	Criminological Theory and Risk Mitigation	3	This advanced course focuses on theories of criminology, crime causation and victimization to include classical, biological, psychological, and sociological theories. Prevention strategies and victimogenesis considerations are addressed. Risk mitigation theories and application principles will also be surveyed as they relate to criminological theories.

AJS 524	Cybercrime and Information Systems Security	3	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, and data associated with information systems.
AJS 525	Cybercrime and Information Security	3	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, social media or other virtual platforms, and data associated with information systems.
AJS 534	Organizational Administration in Justice and Security	3	This course explores the various elements of organizational leadership and administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 544	Ethics in Justice and Security	3	This course examines the theoretical and philosophical basis of ethics and the standards of professional conduct applicable to justice and security agencies. Emphasis is placed on ethical dilemmas, the role of ethics in forming policy, and ethical decision-making. The course also explores procedural justice and transparency within an organization, the use of federal consent decrees, and the influence of diversity and equity on criminal justice and security practices.

AJS 554	Concepts of Physical and Personal Security	3	This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.
AJS 555	Critical Incident and Risk Management	3	This course examines the interrelationships between organizational risk assessment and consequence management within the context of justice and security organizations. Specifically, the course will examine organizational risk mitigation and management strategies, physical facility security, personal protection and the role of critical incident management.
AJS 564	Management of Institutional Risk and Critical Incident Mgmt	3	This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, we will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.
AJS 565	Strategic Planning in Criminal Justice and Security	3	This course discusses the role of strategic planning in attainment of the long-term mission and vision of criminal justice and security organizations. Students learn to create a common framework for organizational decision-making and resource investment. Essential elements of strategic planning are addressed, including the development, deployment, and performance measurement processes required to ensure that strategic plans remain relevant and dynamic. The relationship between strategic, operational, and tactical planning is also clarified.

AJS 574	Finance and Budgeting in Justice and Security	3	This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 583	Legal Issues in Justice and Security	3	This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society.
AJS 584	Forensic Science and Psychological Profiling	3	This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.
AJS 586	Public Policy Issues	3	This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 587	Contemporary Issues in Investigative Methodologies	3	This course provides the student with a fundamental understanding of forensic science, data, technology, behavioral profiling, and the application of scientific methodologies to the investigative process.
AJS 590	Public Policy and Civil Rights	3	This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society. The potential conflicts between public policy and civil rights will be discussed.
AJS 594	Program Development and Evaluation	3	This course prepares the student to identify operational goals, objectives, and evaluation of criminal justice or security programs within society. This course will provide an understanding of the application of key concepts, methods, and approaches in the field of program evaluation within the criminal justice and security profession.
APB 001	Assessment Period	0	This is assessment break period 001.

APB 002	Assessment Period	0	This is assessment period break 002.
APB 003	Assessment Period	0	This is assessment period break 003.
APB 004	Assessment Period	0	This is assessment period break 004.
APB 005	Assessment Period	0	This is assessment period break 005.

APB 006	Assessment Period Break 006	0	This is assessment break period 006.
APB 010	Assessment Period Break	0	This is an assessment period.
APB 020	Assessment Period Break	0	This is an assessment period.
APB 030	Assessment Period Break	0	This is an assessment period.

APB 040	Assessment Period Break	0	This is an assessment period.
APB 050	Assessment Period Break	0	This is an assessment period.
APB 060	Assessment Period Break	0	This is an assessment period.
APB 070	Assessment Period Break	0	This is an assessment period.

APB 080	Assessment Period Break	0	This is an assessment period.
APB 090	Assessment Period Break	0	This is an assessment period.
APE 515	Elementary Content Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the elementary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of elementary content, along with current research on pedagogy, are explored. This course provides teacher candidates with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
APE 518	Elementary Models, Theories, and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.

APE 522	Elementary - Effective Learning Climates	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APE 537	Elementary Curriculum and Assessment- Reading/ELA	3	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on the observations of groups of students in elementary education settings, is incorporated into the course requirements.
APES 514	Survey of Special Populations	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
APES 545	Clinical Practice	3	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

APES 562	Assessment and Evaluation	3	This course provides the teacher candidate with the methodology to assess student learning effectively. The focus is placed on providing teacher candidates with the tools necessary to use, interpret, and evaluate student growth in order to inform instruction. Teacher candidates explore a variety of assessment tools and construct objective and performance assessments.
APMT 315	Technology and Society	3	This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build social and material capital. A special focus is on the benefits technology accrues to humans and communities, as well as potential harmful effects of engaging with technology.
APMT 430	Social Media and Human Interaction	3	This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology-mediated relationships, and social etiquette in cyberspace.
APMT 440	Influence of Media on Behavior	3	This course explores the ways in which contemporary media shape cultures and human behaviors, including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education, and celebrity culture.

APMT 460	Cyber Communications	3	This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations and cyber commerce.
APMT 470	Digital Learning	3	This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings.
APS 508	Secondary - Models, Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
APS 523	Secondary - Effective Learning Climates	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, developing the classroom as a community, engaging and motivating the learner, communicating with parents, managing disruptive students, and connecting with diverse learners. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.

APS 542	Secondary Curriculum and Assessment-Reading Methods	3	This course focuses on the most current research, theory, and methods of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
APS 559	Secondary Content Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. The teacher candidate will use assessment data to enhance instruction that meets the students' varied learning needs. Teacher candidates will promote critical thinking, apply essential strategies, and incorporate meaningful context to promote a deeper understanding of content. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored.
APSE 559	Foundations of Special Education	3	This course examines the foundations of special education and introduces the characteristics of learning disabilities. State and federal regulations for the referral process, available programs or service delivery options, and Individualized Education Programs are examined. In addition, assessment and remediation techniques, instructional strategies, and classroom management practices are explored as well as the use of appropriate classroom materials. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APSE 570	SPED Curriculum and Assessment-Reading/ELA	3	This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will examine the foundations of reading development as well as formal and informal reading assessments used to identify students' strengths, weaknesses, and reading levels. Instructional techniques, including research-based phonics instruction, strategies for teaching learners with dyslexia, and intervention practices for working with exceptional learners are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.

APSE 575	Mathematics Instruction for SPED	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction and professional practices.
APSE 576	Characteristics of Autism Spectrum Disorders	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
APSE 578	SPED -Model Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
APSE 584	Learning Disabilities and Language Development Disorders	3	This course examines the characteristics of students with learning disabilities and language and development disorders. The teacher candidate will analyze and implement classroom management, instructional strategies, assessment, and augmentative and alternative technologies based on the needs of the students through a comprehensive lesson plan. Attention is given to the referral process and available program or service delivery options.

ARTS 100	Introduction to the Visual and Performing Arts	3	This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development.
ARTS 230	Survey of the Visual Arts	3	This course offers a foundation in analysis of the elements and styles in the visual arts. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning and the ability to make critical judgment based on principles of art.
ARTS 340	Exploration of Western Classical Music	3	This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.
AUT 510	Autism Spectrum Disorders: Foundations	3	This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn assessment and diagnosis processes, interventions, accommodations, and supports, with emphasis on current evidence-based practices.

AUT 512	Autism Spectrum Disorders: Communication and Socialization	3	This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.
AUT 513	Autism Spectrum Disorders: Behavior Management	3	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.
BCC 395	Contemporary Issues and Futures in Cybercrimes	3	This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.
BCC 400	Information Systems Fundamentals	3	This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.

BCC 401	Cybercrime in the 21st Century	3	This course explores developments and changes in the commission of crime, and the corresponding efforts to combat crime, brought about by the rapid creation, adoption, and expansion of technology. Specific topics include: how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, various types of cyberthreats, exploring the cybercriminal, and criminal justice efforts involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.
BCC 402	Cybercrime and Role of Law Enforcement Security Personnel	3	This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders, provide service to their communities.
BCC 403	Global Technology and Cybercrime	3	In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cyber technology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.
BDAT 376	Preparing Data for Analysis	3	This course covers prepping, cleaning, organizing and augmenting data for analysis. Students learn how to prepare data by cleaning it, creating the necessary variables, and formatting all variables, transcribing data, adjusting data that requires weighting and scale transformations and selecting the data analysis strategy.

BIO 101	Principles of Biology	3	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 101T	Principles of Biology	3	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 280	Conservation Biology	3	This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.
BIO 290	Anatomy and Physiology I	4	Anatomy and Physiology I is the first of a two-course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.

BIO 291	Anatomy and Physiology II	4	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.
BIO 315	Ecology and Evolution	3	This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.
BIO 330	Invertebrate Zoology	3	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.
BIO 335	Entomology	3	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.

BIO 340	Microbiology	3	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.
BIO 350	General Biology I	4	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.
BIO 351	General Biology II	4	This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through the completion of virtual labs.
BIO 405	Human Biology	3	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.

BIO 410	Genetics	3	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.
BIS 221	Introduction to Computer Applications and Systems	3	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 221T	Introduction to Computer Applications and Systems	3	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 320	Business Information Systems	3	This course provides instruction on the use of Business Information Systems. Students apply Microsoft® Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.

BLE 571	Instructional Techniques and Methods	3	This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.
BPA 200	Public Sector Communications	3	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to, include: memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.
BPA 201	Foundations of Public Administration	3	This course serves as an introduction to the study of public administration. During this course, students will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.
BPA 211	Foundations of Federal, State, and Local Government	3	This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.

BPA 221	Critical Thinking and Decision Making in the Public Sector	3	This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.
BPA 300	Politics and Citizenship: the Public Policy Environment	3	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 311	Principles of Governmental Accounting	3	This course focuses on principles of governmental accounting and budgeting. This course emphasizes financial statement preparation and analysis, internal controls, regulatory environment, and compliance. Students will gain knowledge in the civic implications of local, state and federal budgets.
BPA 321	Personnel Management	3	This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at-will, volunteer and non-profit personnel.

BPA 331	Financial Management for Non-Profit Organizations	3	This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non-profit organizations as well as in the international arena.
BPA 341	Public Programs: Implement and Evaluate in a Dynamic Setting	3	This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.
BPA 351	Research in Public Administration	3	This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
BPA 361	Grant Writing	3	This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.

BPA 371	Intergovernmental Relations	3	This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public- public and public- private, will be explored as will the use of quasi-governmental agencies.
BPA 381	Public Administration Policy, Legal Issues, Law & Ethics	3	This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.
BPA 410	Government and Non-Profit Accounting	3	Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.
BPA 411	Public Finance: Sources, Management, and Reports	3	This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.

BPA 421	Organizational Behavior and Ethical Responsibility	3	This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.
BPA 431	Leadership in the Public Sector	3	Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.
BPA 441	Urban and Regional Planning	3	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.
BPA 451	Capital Improvement Planning & Management	3	As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal/restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.

BPA 461	Contemporary Issues in Public Administration	3	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.
BRM 216	Introduction to the Retail Industry	3	This course provides students with an overview of the retail industry. Topics include an examination of basic principles and terminology, the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.
BRM 226	Customer Service Management	3	This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on using technology to improve customer service and managing customer interactions to enhance competitive advantage within the retail sector.
BRM 236	Sales, Tools, and Strategies	3	This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.

BRM 246	Retail Marketing: Merchandising	3	This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics. Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.
BRM 266	Retail Operations: Supply Management	3	This course is an examination of the retail operations function of retail management, including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.
BRM 276	Leadership and Supervision in Retail Capstone	3	This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of student in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.
BRM 353	Product and Brand Management	3	This course presents an analysis of product and brand management as it relates to the goods and services life cycle from conception to purchase. Upon completion of this course, students will be prepared to design and implement successful product and brand development strategies that deliver value to consumers.

BRM 360	Retail Data Analytics for Decision Making	3	The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional "brick and mortar" locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.
BSA 250	Foundations of Data Analytics	3	This course introduces practices in data analytics foundational to the industry and the field of data analytics. Covered are theories of analytics, the phases of the analytics lifecycle, analysis and exploration of data, relevant statistics for data modeling, data visualization, and the tools used for data analytics.
BSA 310	Business Systems	3	This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, and decision support. Emphasis is placed upon the selection, implementation, and use of information systems, the potential for integration of the systems, and information systems security.
BSA 375	Fundamentals of Business Systems Development	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

BSA 376	Systems Analysis and Design	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development with a focus on application within health care. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.
BSA 385	Intro to Software Engineering	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.
BSA 411	Systems Analysis Methodologies	3	This course provides an overview of planning a business analysis approach, which includes business analysis, requirements elicitation, enterprise analysis, and solution assessment.
BSA 412	Systems Analysis Tools	3	This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools - computer and non-computer supported. Emphasis is placed on when and how Microsoft® Visio® may be used for analysis.

BSA 413	IT Service Management	3	This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL) ® framework. The ITIL® framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.
BSA 425	BSIT Capstone	3	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSA 500	Business Systems I	3	This course introduces business systems. The course reviews the basics of the business environment and influences on that environment. Accounting and finance business systems are also reviewed.
BSA 502	Business Systems II	3	This course reviews the following business systems: marketing, sales, human resources, operations, and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 505	IS Auditing Processes	3	<p>This course focuses on information systems auditing, IT governance and protection and control of information assets. Topics include laws, regulations, standards, guidance, techniques, and professional ethics.</p> <p>This course is aligned to The Process of Auditing Information Systems domain of the ISACA CISA job practice areas.</p>
BSA 510	IT Governance and Management	3	<p>This course focuses on providing assurance that the organization has the structure, policies, accountability mechanisms, and monitoring practices in place to achieve the requirements of governance and management of IT.</p> <p>This course is aligned to the Governance and Management of IT domain of the ISACA CISA job practice areas.</p>
BSA 515	Acquisition, Development and Implementation of IS	3	<p>This course focuses on the practices for acquiring, developing, testing, and implementing information systems to meet the organization's strategies and objectives. Topics include business case development, supplier selection, project management, and controls. This course is aligned to the Information Systems Acquisition, Development and Implementation domain of the ISACA CISA job practice areas.</p>
BSA 520	Operations, Maintenance and Support of IS	3	<p>The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise's strategies and objectives.</p>

BSA 525	Information Assets Protection	3	The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise's security policies, standards, procedures, and controls ensure the confidentiality, integrity, and availability of information assets.
BSA 531	IT Architecture in the Age of Cloud	3	IT Architecture in the Age of Cloud covers solution architecture designed specifically for the cloud, with alignment to AWS Solution Architect - Associate certification. Course topics include designing and defining resilient performant architectures, and securing and cost-optimizing architectures that are operationally excellent.
BSA 550	Customer Relationship Management	3	This course provides a comprehensive review of customer relationship management (CRM), which is a major component of organizational business intelligence (BI). This course covers the domain of CRM and is not tied to any particular perspective and covers a number of holistic models. Students will learn three types of CRM - strategic, operational and analytical. This course emphasizes a managerial perspective on CRM while maintaining a balanced view of the technology.
BSA 570	Analytic Programming	3	This course is an introduction to analytic programming, an essential component of business analytics. Analytic programming combines statistical processes and programming to identify meaningful patterns in data as well as construct useful models. Topics include data access, data structures, data management, data functions and structures, reports and error resolution within the context of a statistical analysis framework. This course is aligned to the SAS Base Programmer Certification.

BSA 580	Statistical Business Analytics	3	This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.
BSCOM 100T	Introduction to Communication	3	This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.
BSCOM 210	Logic and Rhetoric	3	Open-mindedness to different perspectives is important - but equally important is the ability to construct a valid argument in support of one's claim. This course covers key skills in reasoning, critical thinking, and persuasion used to effectively communicate. Topics include logical argumentation, rhetoric, persuasion, semantics, and perception.
BSCOM 210T	Logic and Rhetoric	3	Open-mindedness to different perspectives is important - but equally important is the ability to construct a valid argument in support of one's claim. This course covers key skills in reasoning, critical thinking, and persuasion used to effectively communicate. Topics include logical argumentation, rhetoric, persuasion, semantics, and perception.

BSCOM 230	Storytelling	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 230T	Storytelling	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 234T	Foundations of Interpersonal Communication	3	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
BSCOM 250	Communication Technology	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.

BSCOM 250T	Communication Technology	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.
BSCOM 268T	Foundations of Mass Communication	3	This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.
BSCOM 300	Advertising and the Media	3	This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.
BSCOM 310	Interpersonal Communication	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.

BSCOM 310T	Interpersonal Communication	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.
BSCOM 320	Mass Communication and Media	3	This course introduces key media theories and practices and examines the history of mass communication and its influence on society. Topics covered include media literacy, propaganda, marketing, law, and ethics.
BSCOM 320T	Mass Communication and Media	3	This course introduces key media theories and practices and examines the history of mass communication and its influence on society. Topics covered include media literacy, propaganda, marketing, law, and ethics.
BSCOM 324	Communication Research	3	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies and content analysis.

BSCOM 324T	Communication Research	3	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies, and content analysis.
BSCOM 330	Computer Mediated Communication	3	This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.
BSCOM 336T	Communication Theories and Practice	3	This course explores the various theories of communication that create the foundation for study of communications in the bachelor's degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.
BSCOM 340	Organizational Communication	3	In this course, students will apply key communication strategies that support effective organizational communication. Topics include change management, training and development, operational transformation, and performance improvement.

BSCOM 340T	Organizational Communication	3	In this course, students will apply key communication strategies that support effective organizational communication. Topics include change management, training and development, operational transformation, and performance improvement.
BSCOM 348	Small Group and Team Communication	3	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 348T	Small Group and Team Communication	3	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 350	Journalism: Writing for Impact	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.

BSCOM 350T	Journalism: Writing for Impact	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.
BSCOM 360T	Organizational Communication	3	This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.
BSCOM 370	Social Media Communication	3	The emergence of social media has transformed how individuals, organizations, and entire industries communicate with one another. This course examines the evolution of social media technology and its influence on communication and behavior. Students will examine principles of visual communication, including the use of symbols and signs to communicate information.
BSCOM 370T	Social Media Communication	3	The emergence of social media has transformed how individuals, organizations, and entire industries communicate with one another. This course examines the evolution of social media technology and its influence on communication and behavior. Students will examine principles of visual communication, including the use of symbols and signs to communicate information.

BSCOM 380	Corporate Communication and Public Relations	3	This course introduces strategies used to shape public opinion, including image and brand management. Foundational principles of corporate and public relations and communication ethics are covered.
BSCOM 380T	Corporate Communication and Public Relations	3	This course introduces strategies used to shape public opinion, including image and brand management. Foundational principles of corporate and public relations and communication ethics are covered.
BSCOM 384	Marketing Communications	3	This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.
BSCOM 386	Sales Communications	3	This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

BSCOM 390	Intercultural Communication	3	The purpose of this course is to assist students in understanding and applying the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.
BSCOM 390T	Intercultural Communication	3	The purpose of this course is to assist students to understand and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.
BSCOM 400	Technical Communication	3	In this course, students will research and organize complex information for instructional and technical purposes. Students will also explore various technologies and editing processes used to clarify the delivery and display of information.
BSCOM 410	Media and Society	3	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

BSCOM 410T	Media and Society	3	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.
BSCOM 415	Communication Law	3	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 415T	Communication Law	3	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 420	Global and Intercultural Communication	3	In a world rich in culture and diverse individual backgrounds, it is essential to understand principles of effective intercultural and global communication. In this course, students will examine the influence of society upon group behavior, cultural traditions, and communication practices, and will apply strategies to improve communication and competence across various intercultural environments and contexts.

BSCOM 435	Creativity and Communication	3	Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of creative is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.
BSCOM 450	Negotiation, Mediation, and Diplomacy	3	Conflict and disagreements happen in every organization. This course examines conflict management and mediation strategies for a variety of situations that can be used to defuse tension and promote collaboration and compromise. Topics include communication law, negotiation, and diplomacy.
BSCOM 460	Ethics and Communication	3	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.
BSCOM 460T	Ethics and Communication	3	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

BSCOM 465	Communication in Mediation and Conflict Resolution	3	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 465T	Communication in Mediation and Conflict Resolution	3	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 470	Marketing and Sales Message Management	3	This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers, the development of marketing communications campaigns, the integration of the sales cycle and marketing communications, the use of a single voice to customers across all selling touch-points, and the ethical considerations associated with customer message management.
BSCOM 480	Applied Communication Capstone	3	In this capstone course, students will integrate and apply their learning from throughout the program. Students will construct a comprehensive and strategic communication plan and evaluate its impact on organizational performance.

BSCOM 485	Capstone in Communication	3	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSCOM 485T	Capstone in Communication	3	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSHS 305	Historical Development of Human Services: An Introduction	3	In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker's investment in the multidimensional field.
BSHS 325	Human Systems and Development	3	Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change.

BSHS 335	Ethics and Values for Human Service Professionals	3	In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information. (3 credits). Prerequisites: BSHS 305, 325; COMM/215 or equivalent; MTH/209 or equivalent.
BSHS 345	Diversity and Special Populations	3	The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general.
BSHS 355	Delivery of Human Services: Theory and Practice	3	This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally.
BSHS 375	Information Systems and Technology in Human Services	3	This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.

BSHS 385	Interpersonal Communication and Interviewing Skills	3	Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions.
BSHS 395	Client Assessment and Planning	3	This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals.
BSHS 405	Intervention, Direct Service Delivery & Case Management	3	This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals.
BSHS 406	Family and Social Systems: Contemporary Trends and Issues	3	Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.

BSHS 407	Family Violence Across the Lifespan: A Multi-Strata Problem	3	This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences, and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.
BSHS 408	Childhood Abuse and Neglect	3	This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution, and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.
BSHS 415	Field Experience I	3	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting.
BSHS 415O	Orientation to Field Experience	0	This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.

BSHS 425	Administration & Management of Human Service Programs	3	Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.
BSHS 426	Human Services Management: Theory & Practice	3	This course traces the historical context of human services management. Students will examine strategies for managing an integrated, multi-emotionally driven work force. Students will prepare to be generalists, understanding the scope of leading work forces under pressure. Students will employ learned management practices to distinguish, inspect, and measure the important attributes of program management and supervision. A focus on organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation, and effective communication with a range of paraprofessional and professional colleagues allows students to explore their role as managers in the growing human services field.
BSHS 427	Critical Thinking Skills in Management Decision-Making	3	This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems, and lead environments will be explored. Concepts of strategic planning, organizing, and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.
BSHS 428	Human Services Program Design and Proposal Writing	3	This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

BSHS 435	Research and Statistics in Human Services	3	This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.
BSHS 437	Social Systems and Aging	3	This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings, and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly- dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.
BSHS 438	Care for Aging Populations	3	The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation. (3 credits) Prerequisite: BSHS/437.
BSHS 439	Grief, Loss and End of Life Issues	3	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict. (3 credits) Prerequisite: BSHS/438.

BSHS 445	Survey of Crisis and Mental Health Issues and Interventions	3	In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk.
BSHS 455	Working with Addictions	3	This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation, and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction- and chemical-dependence-related issues.
BSHS 456	Addiction Interventions for Human Service Workers	3	This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured inpatient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.
BSHS 457	Codependence and Working with Families	3	In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families. (3 credits). Prerequisite: BSHS/456

BSHS 458	Action Planning, Relapse Prevention and Aftercare	3	This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues. (3 credits).
BSHS 465	Professional Development and Identity	3	In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS).
BSHS 475	Field Experience II	3	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority.
BSHS 485	Capstone: Advocacy and Creating Social Change	3	This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment.

BSLS 101CA	Orientation to Liberal Studies in Education	0	This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, Teacher Performance Assessments, and student teaching will be discussed.
BSS 395	Contemporary Issues and Futures in Security	3	This course focuses on modern topics in the security discipline to include an examination of current issues and potential future issues in the security industry. Emphasis is placed on studies of theoretical and practical applications of security leadership principles, physical security, investigative techniques, cybersecurity, legal and ethical considerations, future security issues and the role of the Chief Security Officer. Students will apply critical thinking and analyses of these core concepts in the comprehensive study of public, private and non-profit sector organizations in order to garner an overall grounded understanding of contemporary issues and futures in the security discipline.
BSS 480	Risk Management Perception and Communication	3	In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regards to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.
BSS 481	Counterterrorism Intelligence and Analysis	3	This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counter terrorism; examine counter terrorism analysis methods and Global Security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology Issues in counter terrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.

BSS 482	Securing Critical Infrastructure and Cyberspace	3	This course explores the developments and changes in security operations to secure the critical infrastructure in public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post-9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.
BSS 483	World View of Homeland Security	3	Students in this course will develop new skills to aid in the protection, safety, and security of society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.
BUS 212	Foundations of Business	3	In this course, students will understand the foundations of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.
BUS 212T	Foundations of Business	3	In this course, students will understand the foundations of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.

BUS 441	Small Business Operations	3	This course provides students with an overview of small business operational needs. Students will examine regulatory requirements, operational considerations, and human resource needs related to small business ownership.
BUS 475	Integrated Business Topics	3	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student's previous coursework.
BUS 502	The External Factors that Impact Business	3	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.
BUS 503	Accounting and Financial Decision Making	3	This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.

BUS 511	Managing the Business Environment	3	This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.
BUS 515	Seminar in Business Topics	3	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, information systems, accounting, finance, economics, management, leadership, and marketing.
BUS 700	Introduction to Business Administration in Doctoral Study	3	The course provides an introduction to business administration for doctoral students entering the Doctor of Business Administration or Doctor of Management programs who do not have prior academic experience in this area.
BUS 721	Issues in Optimizing Operations	3	This course provides an overview of business information systems, specifically Business Intelligence (BI) and Enterprise Resource Planning (ERP). Students will learn how businesses adapt approaches to optimize their operations and the conditions under which these lead to success. Students will also examine the link between operations excellence and corporate strategy.

BUS 731	Transforming the Business I	3	This course requires the student to integrate previous learning by identifying organizational problems and recommending alternative business models that will positively impact future organizational performance. The outcome of this course will be delivered in Transforming the Business II.
BUS 732	Transforming the Business II	3	This course requires the student to integrate previous learning by identifying organizational problems and recommending alternative business models that will positively impact future organizational performance. The outcome of this course will be a continuation of Transforming the Business I.
BUS 733	Transforming the Business	3	In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.
CAP GM591	Cases in Cross-Border Management	3	This content area capstone course applies management concepts related to global environment and corporate responsibility in a digital economy. Students learn to evaluate global managers environment, cultural context of global management, formulating and implementing strategies for international and global operations and global human resource management with focus on People, Profits and Planet. Case studies are utilized to assist in synthesizing concepts from prior global and business management course work.

CCMH 502	Graduate Portfolio	0	Portfolio is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-week, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CCMH 504	Individual and Family Development Across the Life Span	3	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate clinical situations and assess potential therapeutic interventions in context.
CCMH 506	Personality Theories and Counseling Models	3	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population-specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 510	Multi-Cultural Issues in Mental Health Counseling	3	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CCMH 510CA	Multicultural Issues in Mental Health Counseling	3	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 511	Fundamental Counseling Skills	3	This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.
CCMH 515	Legal, Ethical, and Professional Issues in Counseling	3	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 515CA	Legal, Ethical, and Professional Issues in Counseling	3	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

CCMH 520	Biological Basis of Behavior/Physiological Issues	3	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro-anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 521	Psychopharmacology/Biological Basis of Behavior	3	The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.
CCMH 522	Psychopharmacology	3	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
CCMH 525	Research Methods for Mental Health Counselors	3	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.

CCMH 535	Psychometrics	3	The focus of this course is on tests used in counseling and test reports, with an emphasis on learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed, and the following components are discussed: psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results.
CCMH 540	Career and Vocational Counseling	3	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	Introduction to Clinical Assessment	3	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CCMH 547	Basic Clinical Assessment and Psychometrics	3	This course introduces students to models and tools of clinical assessment and diagnosis techniques, including tests and test reports used in counseling and behavioral analysis. Students use the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to practice writing clear, accurate, and useful intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.

CCMH 548	Psychopathology: Advanced Clinical Assessment	3	Students build on the skills gained in previous courses, focusing on the more complex or problematic disorders. Students enhance their skills by using the Diagnostic and Statistical Manual of Mental Disorders® for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical-thinking skills; and on multicultural, legal, and ethical issues.
CCMH 551	Individual Counseling	3	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 558	Crisis Intervention and Trauma	3	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
CCMH 561	Dependency and Addictions	3	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.

CCMH 565	Family, Couple, and Child Counseling	3	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.
CCMH 568	Group Counseling	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
CCMH 578	Seminar Clinical Mental Health	3	This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice, and reviews the trends in both the knowledge and skills necessary to practice clinical mental health counseling. Additionally, this course explores current national and local issues relevant to the practice of mental health counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context. Issues surrounding the need for ongoing professional identity development, including membership in professional organizations, are examined as a strategy for counselor involvement in advocacy processes. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models for diverse needs and settings, including crisis and trauma, are investigated in-depth.
CCMH 581	Supervision/Management in Clinical Mental Health Counseling	3	This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CCMH 592	Practicum in Clinical Mental Health Counseling	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to integrate theory into practice through intake, assessment, and treatment with clients seeking mental health services. This course includes a special topic on Grief and Loss counseling. Students develop their styles and strengths as professional counseling practitioners, as well as identify areas needing further development.
CCMH 592O	Orient to Practicum in Clinical Mental Health Counseling	0	This course is an orientation to the practicum and internship.
CCMH 597A	Internship A	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCMH 597B	Internship B	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

CCMH 597C	Internship C	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CEM 535	Managing the Experience within the Health Care Environment	3	This course prepares students with the tools to design strategies within an organizational setting that meet the needs of the health care customer to improve outcomes and financial performance. Students will draw insights from customer analysis and health care consumer trends and preferences to formulate customer-driven strategies that increase customer satisfaction, improves loyalty, and produces positive results. Additional emphasis will be placed on new technologies, the social customer, and social media management and marketing.
CHL 610	Community Health Assessment	3	This course examines the concepts, methods and practices for assessing the health of a community. Topics include assessment of resources, data, gaps, and strengths; developing community health profiles; identifying determinants of health; and the utilization of community health assessment in prioritizing recommendations and developing public health interventions.
CHL 620	Community Health Engagement and Organizing	3	This course examines key principles of community health promotion and community based participatory research principles. Key elements of community organizing for improved health outcomes including establishing community collaborations and partnerships, engagement, coalition building, community assessment, and dissemination of efforts. Principles of community engagement are examined in relation to community health.

CHL 630	Planning and Implementing Community Health Initiatives	3	In this course, learners create theory-based and evidence-informed community health initiatives. The course will examine use of logic models, intervention activities, budget development, organizational structure, and stakeholder engagement. Course concepts are applied to community health settings and scenarios and students gain opportunity to plan and implement health programs and initiatives.
CHL 640	Evaluating Community Health Initiatives	3	This course provides learners with an opportunity to plan, implement, and utilize evaluation methods within community health settings. Basic principles and practices of evaluation are addressed, including identifying the goals of a community health initiative; designing and implementing an evaluation plan; using evaluation results to improve processes, programs, policies, and outcomes; and sharing results with stakeholder groups.
CHM 110	Introductory Chemistry	3	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 150	General Chemistry I	4	This course provides students with in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students may apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.

CHM 151	General Chemistry II	4	This course continues the examination of principles and applications of chemistry that was begun in CHM/150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation & reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs.
CIS 207T	Information Systems Fundamentals	3	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, data management, networking, and the Internet.
CIS 291	PC and Device Fundamentals	3	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293 are aligned with the requirements of the CompTIA A+ 220-1001 exam.
CIS 293	Network Troubleshooting and Support	3	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293 provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291, are aligned with the requirements of the CompTIA A+ 220-1001 exam.

CIS 295	Introduction to PC and Mobile Operating Systems	3	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297 align with the requirements of the CompTIA A+ 220-1002 exam.
CIS 297	Computer Security and Operational Support Fundamentals	3	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295 align with the requirements of the CompTIA A+ 220-1002 exam.
CIS 298	Healthcare IT	3	This course is an introduction to the technical knowledge and IT skills applied to healthcare business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in healthcare.
CIS 568	Information Systems Concepts	3	This course introduces the role of computer information systems in today's business environment. An overview is presented of the infrastructure, data, network, software, and hardware that make up computer information systems, the systems development process, and state-of-the-business topics of which management personnel should be aware.

CIT 245	Local Area Networking Fundamentals	3	This course addresses the fundamentals of local area network (LAN) and provides the basic networking components and their functions. The OSI model is introduced and the TCP/IP protocol stack and its layers are examined. Students learn how to install, operate, configure, and verify a basic IPv4 network, including implementing IPv4 addressing, configuring a LAN switch, and troubleshooting common LAN switch issues.
CIT 249	Wide Area Network Environment	3	This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Students learn routing and switching operations, including implementing VLANs and trunking, implementing and troubleshooting single-area Open Shortest Path First (OSPF) routing protocol and introduce IPv6 main features, addresses, and basic configuration. Advanced IP services are described, such as applying and troubleshooting Access Control Lists (ACLs), and managing IP address space using Network Address Translation (NAT), and Port Address Translation (PAT).
CIT 274	Routing and Switching Implementations	3	This course describes implementing scalable, medium-sized switched and routed networks. Students learn to build and improve redundant networks using Spanning Tree Protocol (STP) and EtherChannel, implement and troubleshoot EIGRP and multi-area OSPF routing protocols, and troubleshoot IPv6 network connectivity issues.
CIT 276	Routing and Switching Management	3	This course provides the knowledge and skills necessary for routing and switching management. Topics include extending Local Area Network (LAN) into a Wide Area Network (WAN), Virtual Private Network (VPN) solutions, and frame relay connectivity. Students learn network device, IOS file, and licensing management.

CIT 277	Website Development Foundations	3	This course introduces essential website development skills. Students will write code manually, as well as be introduced to graphical user interface (GUI) authoring tools. Topics include Hypertext Markup Language 5 (HTML5) code validation, web forms, tables and frames, Internet marketing, search engine optimization (SEO), and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.
CIT 278	Internet Business Concepts	3	This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.
CIT 279	Network Technology Foundations	3	This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the Open Systems Interconnection (OSI) reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.
CJA 305	Criminal Law	3	This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 314	Criminology	3	Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 315	Criminal Procedure	3	This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth, and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, and pretrial and trial processes. In addition, the United States Constitution, as interpreted by the U.S. Supreme Court, is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.
CJA 316	Survey of Criminal Justice	3	This course provides an overview of the key components, theoretical foundations and processes involved in the administration of criminal justice. The course examines the application of historical and philosophical considerations between the components of the criminal justice system.
CJA 324	Ethics in Criminal Justice	3	This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil liability in law enforcement and correctional environments.

CJA 325	Criminal Organizations	3	This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 326	Ethics in Criminal Justice	3	This course explores the ethical standards and codes of professional responsibility in criminal justice professions. It also provides a foundational perspective for ethics in relationship to professional organizations and agencies. Students will examine the interrelated nature of ethics, morality, legal responsibility, and social issues in criminal justice settings.
CJA 335	Research Statistics	3	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 336	Diversity in Criminal Justice	3	This course offers an inclusive, critical, and balanced examination of the American criminal justice system with respect to major aspects of multiculturalism and societal diversity. Students will examine policies, procedures, and issues of diversity prevalent in criminal justice administration.

CJA 344	Cultural Diversity Issues in Criminal Justice	3	This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.
CJA 345	Research Methods and Evaluation	3	Students learn and demonstrate knowledge of research methodology including problem formulation, design, data collection and analysis, interpreting and summarizing research findings while exploring the range and scope of research and evaluation tools available to the criminal justice professional. Students also analyze and critique criminal justice program and service evaluations published by criminal justice research professionals.
CJA 346	Theories of Criminology and Victimology	3	This course examines fundamental theories on the causes of criminal behavior, determinations on the extent of criminality in society, associated policy implications and the application of criminological theories in the criminal justice system. This course also explores traditional victimology, special victims and responses to victimization including civil and criminal processes and the correlation of victimology and criminology.
CJA 355	Grant Writing	3	This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.

CJA 356	Organizational Behavior and Management	3	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations. Organizational behavior management challenges individuals to understand organizational structure and systems, leadership, effective communication, and change management in our rapidly changing society.
CJA 365	Budget, Finance, and Planning	3	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 374	Juvenile Justice Systems and Processes	3	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 375	Interagency Communication	3	This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Emergency management principles, inter-organizational communication, and potential collaboration models are explored.

CJA 376	Interagency Communication	3	This course explores the relationships across all levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter-organizational communication, and potential collaboration models are explored.
CJA 385	Criminal Justice Policy Analysis & Program Evaluation	3	Students learn and demonstrate knowledge of models and operational strategies used to develop and evaluate criminal justice policies and programs including issue identification, development of alternative solutions and strategies, and predicting the potential impact of justice system policy alternatives and programs. Students also analyze and critique criminal justice policy and program evaluations published by criminal justice research professionals.
CJA 386	Research Statistics	3	This course examines introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis. Students will demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze the use of statistics in research published by criminal justice researchers.
CJA 395	Current Issues/Futures in Criminal Justice Management	3	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.

CJA 416	Budget, Finance, and Planning	3	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 426	Grant Writing and Funding	3	This course explores the essential foundations and strategies that criminal justice agencies and associated programs utilize in their pursuit of federal, state, and private grant solicitations. Students will identify funding sources, budgetary approaches and best practices in the development of successful grant proposals.
CJA 436	Mental Health Services and Crisis Intervention	3	This course explores the concepts designed to promote solutions that assist criminal justice professionals when dealing with individuals affected by mental health issues. Students will evaluate the concepts and administration of crisis intervention and mental health services, and their practical applications in the field. Students will create strategies for providing services to varied populations in the criminal justice system.
CJA 444	Organizational Behavior and Management	3	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations—court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 446	Criminal Justice Policy Analysis and Program Evaluation	3	This course explores strategies and alternative solutions used to develop, implement, and evaluate criminal justice policies and programs. Students analyze the operations of criminal justice programs against established standards in order to determine program improvement.
CJA 454	Criminal Justice Management Theory and Practice	3	This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles, and assessing the effectiveness of the activities of criminal justice organizations. Students will discuss constitutional requirements, court decisions, and legislation as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology and purposes and formats of financial statements are introduced.
CJA 456	Contemporary Issues and Future in Criminal Justice	3	This course will examine the impact of current and future advancements that interface with the criminal justice system. Discussions will focus upon established research and predictive techniques in policing, courts, and corrections. Students will gain the requisite knowledge to advance the profession as positive change-agents, through the extrapolation of future themes within the ever-evolving criminal justice field.
CJA 474	Managing Criminal Justice Personnel	3	This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems with, procedures for, and solutions to common personnel issues will be explored.

CJA 475	Forecasting and Strategic Planning	3	This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.
CJA 476	Criminal Justice Problem-Solving Methods	3	This course examines problem-solving approaches to criminal justice issues through root cause analyses, application of problem-solving methodologies, and assessment of the effectiveness of the criminal justice responses to contemporary issues.
CJA 484	Criminal Justice Administration Capstone	3	This capstone course is designed for students to integrate their acquired knowledge of theory into practical applications. Students focus on integrating core content of criminal justice administration with specialized content from the criminal justice management concentration area. Students assess the impact of their educational experiences on their professional competence and values, critical thinking, problem solving, communication, information use, and collaboration skills necessary for the modern criminal justice manager.
CJA 486	Administration Capstone	3	This capstone course is designed for students to integrate their acquired knowledge of theory into practical applications. Students will demonstrate ethical decision-making, research, public policy and administration as it applies to communities and the criminal justice field.

CJHS 395	Issues and Futures in Human Services in Criminal Justice	3	This course examines both the principle issues in providing human services within contemporary criminal justice as well as the extrapolation of such issues toward possible futures of human services within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected from human services and human service workers in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, and national levels of human services in criminal justice administration.
CJHS 400	Theory and Practice: Human Services in Criminal Justice	3	Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.
CJHS 410	Mental Health and Crisis Interventions in Criminal Justice	3	Students will learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.
CJHS 420	Case Management and Services Provided in Criminal Justice	3	This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.

CJHS 430	Collaborative Services in Criminal Justice	3	This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of human service workers in the areas of mediator, advocate, facilitator, evaluator, provider and agency representatives. Overcoming barriers to effective service delivery through the use of collaboration is also considered.
CJS 201	Introduction to Criminal Justice	3	This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology, and constitutional limitations of the system will be covered.
CJS 205	Composition for Communication in the Criminal Justice System	3	This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.
CJS 211	Ethics in Criminal Justice	3	This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.

CJS 215	Introduction to Forensics	3	This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.
CJS 221	Cultural Diversity in Criminal Justice	3	This course offers a comprehensive, critical, and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts, and corrections environments.
CJS 225	Critical Thinking in Criminal Justice	3	This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.
CJS 231	Criminology	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.

CJS 235	Victimology	3	This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.
CJS 241	Introduction to Police Theory and Practices	3	This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJS 245	Juvenile Justice Systems and Processes	3	This course is a general introduction to the field of juvenile justice, including an overview of the juvenile justice system and the differences between dependency and delinquency. Students address current problems facing juveniles, and compare adult and juvenile justice systems. Special attention is given to the problems inherent in the police handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.
CJS 251	Introduction to Criminal Court Systems	3	This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the court system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJS 255	Introduction to Corrections	3	This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.
CMGT 245	IS Security Concepts	3	This course introduces general concepts of information systems security. Content includes governmental views, positions, and risk assessment and management. Coursework explores other concepts, including contingency and business resumption planning, backup schemes, and implementation strategies, as well as various types of invasive actions and prevention measures.
CMGT 400	Intro to Information Assurance & Security	3	This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
CMGT 410	Project Planning and Implementation	3	This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.

CMGT 413	Application Acquisition and Sourcing	3	This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and insourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.
CMGT 420	Integrated Project Management	3	This course prepares students for the Project Management Institute (PMI®) CAPM® certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.
CMGT 430	Enterprise Security	3	This course covers the managerial and technical considerations related to access controls, authentication, external attacks, and other risk areas facing an enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well as the concepts for protecting the hardware and software assets of an enterprise.
CMGT 431	Information Systems Security	3	This course introduces students to the concept of information systems security within the framework of a major security certification - the Certified Information Systems Security Professional (CISSP) certification. It provides an overview of the new eight domains of the CISSP certification and prepares students for more detailed work in the subsequent program courses. The domains include: Security and Risk Management, focusing on Security, Risk, Compliance, Law, Regulations, and Business Continuity; Asset Security, focusing on Protecting the Security of Assets; Security Engineering, focusing on Engineering and Management of Security; Communication and Network Security, focusing on Designing and Protecting Network Security; Identity and Access Management, focusing on Controlling Access and Managing Identity; Security Assessment and Testing, focusing on Designing, Performing, and Analyzing Security Testing; Security Operations, focusing on Foundational Concepts, Investigations, Incident Management, and Disaster Recovery; and Software Development Security, focusing on Understanding, Applying, and Enforcing Software Security.

CMGT 433	Cyber Security	3	This course explores the evolution from information security to cyber security, policy and cyber security development, and the relationships between business and public- or private-sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and Internet security as they apply to both business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability or mitigation process as well as the need for development of an organization-wide cyber security policy.
CMGT 442	Information Systems Risk Management	3	This course reinforces student's knowledge of the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas presented. Organizational policies, project management, and procurement considerations will also be analyzed and applied to development, implementation, and use of computer-based information systems.
CMGT 445	Application Implementation	3	This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s), and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.
CMGT 545	Influence and Leadership in Tech	3	This course discusses how to effectively communicate with organizational C-suite leaders and lead as a strategic partner, as IT continues to move from a department supporting or serving the business to leading change and innovation. Leadership skills includes managing project scope, cost, quality and stakeholders. Students learn the importance of soft skills such as influence, idea sharing and generating, managing conflict, and leading change.

CMGT 554	IT Infrastructure	3	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the Internet, server and storage architectures, and regulatory considerations.
CMGT 555	Systems Analysis and Development	3	This course provides a background in analysis and design techniques for business system and application development. This course covers Software Development Life Cycle (SDLC) with emphasis on waterfall and agile methodologies.
CMGT 556	Enterprise Models	3	This course provides an introduction to organizational managerial support systems and the use of metrics in strategic business decisions. Strategies for the use of a Supply Chain Management (SCM) system with a focus on the software selection and implementation are evaluated. Additionally the role and benefits of a Customer Relationship Management (CRM) system are examined with a comparison of Enterprise Resource Planning (ERP) benefits to the business process. The skills developed in this course ensure that students have a strong foundation and background of successfully integrating all three strategies within an organization.
CMGT 557	Emerging Technologies & Issues	3	The course examines emerging technology, the related issues and their potential impact on an organization. This examination provides an understanding of both the technical and managerial issues, including the strategic implications associated with emerging technologies.

CMGT 558	Strategic Management of Technology and Innovation	3	This course covers the subject of technological innovation management as a strategic process from assessing competitive dynamics, strategy formulation, to strategy implementation with an eye toward new product development. Students are given opportunities to use critical and design thinking to solution real-world challenges such as skill shortages, technical debt, and DevOps.
CMGT 559	Managing Risk and Security vs Opportunity	3	This course explores the role of security and risk management in the overall business strategy as it relates to the opportunities involved in implementing emerging technologies across industries. Topics include identifying risks and vulnerabilities, developing a plan or solutions to mitigate the risks, and integrating these solutions in the business.
CMGT 575	CIS Project Management	3	This course addresses the processes and skills needed for successful project management in the computer information systems and technology environment of business. Topics include project scoping, estimating, scheduling, budgeting, tracking, and controlling.
CMGT 578	CIS Strategic Planning	3	This course provides the knowledge and skills to develop effective short, intermediate, and long-range strategic information systems plans. Course topics include the need for and contents of a corporate strategic plan; the relationship of information systems planning to overall organizational goals; assessment of the organization's current state; determination of information technology (IT), project, and management requirements; and the means of prioritizing and selecting systems projects.

CMGT 582	Security & Ethics	3	The ethical issues examined in the course include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations, and compliance requirements are examined in this course, as well as the considerations for creating a safe digital environment within the organization.
CMGT 583	IS Integration	3	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture
CMHC 551	Human Sexuality and Sex Therapy	3	The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations.
CNSL 500	Orientation to the Counseling Profession	0	CNSL/500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.

CNSL 502	Graduate Portfolio I	0	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CNSL 503R	Residency I	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency is the last requirement for formal admission into the counseling program and provides an opportunity for students to observe, practice, and demonstrate competency in basic counseling skills. Students are evaluated on professional dispositions, fundamental counseling skills, and their readiness to matriculate in the program.
CNSL 513R	Residency II	1	This residency course is 2-weeks in length, with significant synchronous interactions with faculty and peers. The final 3-days of the residency provides an opportunity for students to observe, practice, and demonstrate competency integrating counseling skills with cognitive-behavioral theory. Students explore couples counseling concepts and strategies. Other topics include professional and personal development; application of theory to practice; and sensitivity to diversity issues. Students will demonstrate intake, assessment and treatment planning abilities. In addition to counseling skills, students are evaluated on professional dispositions and their readiness to progress in the program.
CNSL 523R	Residency III	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. Students practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. This residency is also used to determine the student's readiness for work with diverse populations during clinical placement in practicum and internship courses. Specific topics include professional orientation, professional identity, personal growth, and self-care.

CNSL 556	Portfolio II	0	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.
COM 295	Business Communications	3	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the effect of technology, such as social media, on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.
COM 295T	Business Communications	3	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.
COM 340	Mass Communication	3	This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

COM 516	Professional Communications	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
COM 520	Organizational Communication for Adult Education & Training	3	In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and technology tools for collaborative learning.
COM 537	Organizational Communications	3	This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.
COM 539	Communications: Selling and Customer Engagement	3	This course will introduce students to the fundamentals of the sales management process. Students will leverage their negotiation and persuasive communication skills in the development of a sales plan. Specific topics include an understanding of strategies for prospecting ethically based long-term relationship selling, proactive customer-focused selling techniques, and adaptive selling and active listening practices.

COM 600	Communication Skills for Graduate Study	3	This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.
COM 705	Communication Strategies	1	This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
COM PA523	Communications for Public Administrators	3	This course prepares students to communicate with multiple stakeholders, elected officials and the public in the political environment. Students will apply communication concepts to create messages that are sensitive to the opinions and positions of disparate groups. Other topics, at the state and local level, include uniqueness of public sector communications, public involvement, and internal & external communications.
COMM 110	Introduction to Oral Communication	3	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.

COMM 315	Diversity Issues in Communication	3	This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.
COMM 400	Management Communication Skills	3	This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.
COMPROGLAB	Computer Programming Lab	0	This is a workshop for the new BSIT program Computer Programming Labs.
CPMGT 300	Project Management	3	This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft®Project software.

CPMGT 301	Strategic Portfolio and Project Management	3	This course introduces students to the planning phase of project management. Students will discover the connection between strategic portfolio management and project management. Other topics include project-based versus non-project-based organizations, activity planning and sequencing, human resource planning, communications planning, and project management planning.
CPMGT 302	Procurement and Risk Management	3	This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.
CPMGT 303	Project Estimating and Control Techniques	3	To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.
CPMGT 304	Leading Projects in Organizations	3	This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMGT 305	Project Management Capstone	3	This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management knowledge learned throughout the Project Management Certificate. Students will develop and deliver a project plan and presentation of that plan to the executive board in a role-play environment. Universal project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.
CPMGT 310	Project Management Methodologies	3	This course examines the various project management methodologies used to successfully manage projects within an organization. Students will discover effective and efficient practices of applied project management techniques to include waterfall, PRINCE2®, agile, six sigma, and Kanban methods. Students will also examine the influence of project type on the methodology used to effectively manage the project.
CPMGT 311	Agile Project Management with Scrum Methodology	3	This course provides students with an understanding of agile management as it relates to the agile project manager utilizing scrum methodology. Students will apply the scrum development framework to deliver rapidly improved outcomes within an organization. Scrum practices will be discussed in detail, including self-organizing teams, Scrum roles, sprint planning, tracking, and tools for defining and measuring progress.
CPMGT 312	Program Management	3	This course provides students with an overview of program management techniques to effectively manage the complexity of a collection of projects. Students will develop the skills to logically dissect a complex deliverable into individual parts, apply best practices to develop logical plans for program components, and understand how to manage dependencies and organize program staff into a high-performing program team.

CPSS 210	Introduction to Criminal Justice	3	This course is an introductory overview that provides students with the opportunity to gain an understanding of the criminal justice system in the United States. The course surveys the foundations of the criminal justice system including individual and organizational roles and the issues encountered on a daily basis.
CPSS 215	Survey of Corrections in the United States	3	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies and organizations who manage and support convicted offenders. Other topics include policies and procedures, sentencing, community supervision, and rehabilitation of offenders.
CPSS 225	Survey of Correctional Program Career Opportunities	3	This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.
CPSS 235	Working with the Juvenile Justice System	3	This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.

CPSS 240	Foundations of Criminal Behavior	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CPSS 300	Working with the Correctional Population	3	This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.
CPSS 315	Social Psychology	3	This course provides a unified view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and power and exchange in social life. Human thoughts, feelings, and actions as influenced by other people are explored.
CPSS 316	Social Psychology and Criminal Behavior	3	This course provides a unified view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and group think as they relate to human thoughts, feelings, and actions.

CPSS 330	Essentials of Communication in Corrections	3	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.
CPSS 331	Ethics and Values for Support Services Professionals	3	This course provides an overview of ethical standards outlined by human service, criminal justice, and mental health organizations. Students will explore and examine their personal values, beliefs, and biases as they relate to different social involved populations.
CPSS 332	Diversity and Special Populations	3	This course offers an inclusive, critical, and balanced examination of diverse populations. The emphasis of this course is on implicit and explicit multicultural factors. Students will examine personal beliefs, values, and develop culturally appropriate strategies when working with diverse and special populations.
CPSS 370	Intake, Assessment, and Classification	3	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.

CPSS 385	Case Planning and Case Management	3	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.
CPSS 395	Program Facilitation Skills	3	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	Institutional and Community-Based Programs	3	This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.
CPSS 405	Working with Sex Offenders	3	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.

CPSS 410	Overview of Mental Health in Criminal Justice	3	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.
CPSS 411	Mental Health Issues in the Forensic Setting	3	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	Organic- and Physiologically-Based Disorders	3	This course introduces students to the diagnostic criteria for organic and physiologically based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 413	Character- and Personality-Based Disorders	3	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.

CPSS 415	Working with Juvenile Offenders	3	This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.
CPSS 416	Overview of Adolescent Development	3	This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.
CPSS 417	The Role and Influence of the Family	3	This course allows students to examine the complex correlation between of family dynamics and juvenile delinquency. Students explore topics related to prevention, development, and rehabilitation.
CPSS 418	Prevention and Treatment Interventions	3	This course will introduce students to basic prevention and treatment models. Students will survey a variety of interventions and strategies for addressing delinquent behavior.

CPSS 420	Issues of Substance Abuse and Addiction	3	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.
CPSS 421	Etiology and Physiology of Addictions Disorders	3	This course examines the development of addiction disorders and the factors that influence substance abuse. Students will explore the prevalence of co-occurring disorders and addictions in vulnerable populations.
CPSS 422	Alcohol- and Drug-Related Addictions Disorders	3	This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.
CPSS 423	Prevention, Self-Help, and Treatment Models	3	This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.

CPSS 430	Maintaining Boundaries and Self-Care	3	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.
CSC 390	Culture and Communication	3	Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.
CSC 391	Geography, Culture and Communication	3	This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.
CSC 392	Ethnic and Cultural Diversity	3	Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.

CSS 422	Software Architecture	3	This course focuses on the role of software architecture in modern business system development. Topics covered in this course include the understanding of software architecture as a set of design decisions to meet functional requirements and quality attributes, design patterns, modeling tools and techniques, and software architecture in some new technology trends.
CSS 562	Programming Concepts	3	This course introduces object-oriented programming (OOP) in the context of business applications development. This course blends the need to understand the discipline of developing a modern, Graphical User Interface (GUI) based object-oriented program using the Java™ programming language, and the issues and topics with leading and managing programming projects in a team setting.
CTEC 510	Overview of Career and Technical Education	3	This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 511	Career and Technical Education Curriculum and Instruction	3	This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.

CTEL 501	Language and Language Development	4	This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes, and stages of language acquisition will also be covered.
CTEL 502	Assessment and Instruction	4	This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards-based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE), as well as resources, approaches and methods, listening and speaking, and reading and writing.
CTEL 503	Culture and Inclusion	4	This course addresses culture and inclusion. Participants examine cultural concepts and perspectives, cultural diversity, cross-cultural interaction, and culturally-inclusive instruction. Cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning is also explored.
CUR 505	Social and Global Perspectives of Teacher Leadership	3	Students in this course have the opportunity to analyze the field of education from a social and global perspective. Students investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.

CUR 506	Theories and Best Practices of Curriculum and Instruction	3	This course focuses on applying curricular theory to best practices in the 21st century classroom. Learners explore current research in curriculum and instruction. In addition, learners analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.
CUR 515	Critical Thinking and Innovative Skills	3	Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
CUR 516	Curriculum Theory and Instructional Design	4	In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.
CUR 518	Multicultural Strategies for the Adult Learner	3	In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.

CUR 520	Advocating for Learning	3	Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.
CUR 525	Ethical Issues in Education	3	This course examines the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision making. Students will explore ethical, social, and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.
CUR 528	Assessment of Learning	3	Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and analyzing assessments to improve instruction and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.
CUR 530	Assessment and Evaluation Models	3	In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school-wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.

CUR 532	Facilitating Online Learning	3	Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools; mobile learning technologies; and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies..
CUR 535	Research for Improved Practice	4	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to select instructional practices that lead to gains in student achievement that promote lifelong learning.
CUR 540	Methods of Coaching in the Instructional Setting	3	This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. This course will examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Candidates will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.
CUR 545	Using Technology for Teaching and Learning	3	Students evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st-century classroom. Students will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, students will determine how they will advocate and be change agents for technology integration within their districts, schools, classrooms, and the community.

CUR 550	Engaging in Communities of Practice	3	Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.
CUR 555	Professional Learning for Continuous Improvement	3	Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high-quality staff development and learning networks.
CUR 712	Curriculum Theory	3	This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.
CUR 713	Curriculum, Developmental, and Learning Theories	3	This course provides an overview of foundational and contemporary learning theories and the principles of brain-based learning and cognitive information processing. Students will examine how learning theory contributes to the intellectual development of learners and the impact it has on the educational process and curriculum design. With these concepts as a foundation, students will analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

CUR 721	Curriculum Design	3	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722	Instructional Models	3	This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs, and staff development are of special focus.
CUR 723	Assessment of Student Learning	3	This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
CUR 731	Supervision of Curriculum and Instruction	3	This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

CUR 732	Program Evaluation	3	In this course, students explore program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
CYB 100	Cyber Domain	3	This course defines the Cyber Domain that encompasses Cybersecurity as the discipline of securing computer information and communications systems, networks, infrastructures and assets, and protecting them against damage, unauthorized use, modification or exploitation. The Cyber Domain must be managed ethically, politically and physically in a similar collaborative fashion to the space, maritime and physical domains of states and nations globally.
CYB 110	Foundations of Security	3	This course provides comprehensive Cybersecurity awareness and a fundamental understanding of various computer and network security threats such as: Identity Theft, Fraud, Online Scams, Virus and Backdoors, Hacking, Social Engineering Attacks and more.
CYB 120	Computer Network Defense Part 1	3	This course provides network training on Computer Network Defense fundamentals; security threats, vulnerabilities, and attacks; controls, protocols and devices; and security policy design and implementation.

CYB 130	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYB 130T	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYB 135	Object-Oriented Security Scripting	3	Students reinforce foundational skills and learn new topics such as modules, files, inheritance, recursion, plotting, and searching and sorting algorithms. Students apply programming skills and knowledge to basic forensic investigation, port scanning, and network analysis, needed in cybersecurity.
CYB 140	Computer Network Defense Part 2	3	This course provides network training on Computer Network Defense. Introduced topics include physical and host security; firewall configuration and management; Intrusion Detection Systems (IDS) and Virtual Private Network (VPN) configuration and management.

CYB 150	Computer Network Defense Part 3	3	This course provides network training on Computer Network Defense. Introduced topics include wireless defense; traffic monitoring and analysis; network risk and vulnerability management; data backup and recovery; and incident response and management.
CYB 160	Governance and Privacy	3	This course is an historical overview of the continually evolving development of global internet governance and policy that was intended to be open, inclusive, collaborative and transparent rather than being mandated by governmental or intergovernmental agreement. User privacy and the confidentiality of data are additional topics that impact governance and are covered in this course.
CYB 205	Infrastructure Administration	3	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.
CYB 207	Risk Frameworks	3	This course focuses on security risk assessment. Risk Frameworks reviewed include National institute of Standards and Technology (NIST), International Organization for Standardization (ISO), and developing models.

CYB 209	Compliance Management, Certification and Accreditation	3	Risk frameworks, as they apply to critical infrastructures, are evaluated in this course. An example security and compliance plan is reviewed and serves as a model for course assignments. Templates for writing security policies and developing a security and compliance plan are employed in a course project.
CYB 211	Applied Security Part 1	3	This course provides reinforced learning on cybersecurity topics and builds from prior network defense courses. Reviewed topics include networking topologies; physical and network security; data protection; tools used to scan, protect, and test networks; network policies and procedures; and mitigation of network and operating system vulnerabilities.
CYB 213	Applied Security Part 2	3	This course provides reinforced training on cybersecurity topics. Reviewed topics include network monitoring; intrusion detection systems; remote security; VPN management; firewall management; network incident response; data backup and recovery.
CYB 215	Project Cyber Operations	3	This project on Cyber Operations combines and demonstrates the acquired knowledge and skills from preceding policy, operations, compliance and security accreditation courses.

CYB 225	Linux Fundamentals	3	This is an introductory course on Linux that provides sufficient command of the subject to meet the initial needs of penetration testing.
CYB 227	Sniffing and Network Analysis	3	This course develops essential skills for network analysis by sniffing packets using a network protocol analyzer.
CYB 229	Ethical Hacking Part 1	3	This course provides training on penetration testing. Introduced topics include Introduction to Ethical Hacking, Footprinting and Reconnaissance, Scanning Networks, Enumeration, System Hacking, and Malware Threats.
CYB 231	Ethical Hacking Part 2	3	This course provides training on penetration testing. Introduced topics include sniffing, social engineering, denial-of-service, session hijacking, hacking web servers, evading IDS, firewalls, and honeypots.

CYB 233	Ethical Hacking Part 3	3	This course provides training on penetration testing. Introduced topics include SQL injection attacks, hacking web applications, wireless networks, mobile platforms, operational technology, the Internet of things, and cloud platforms, and cryptography basics.
CYB 235	Project Ethical Hacking	3	This project on Applied Ethical Hacking combines and demonstrates the acquired knowledge and skills from sniffing and penetration testing courses.
CYB 320	Global Cyber Ethics	3	Classical ethical models are reviewed in this course and identified in an analysis of usage and product practices on the global Internet from an international perspective. A comparison of evolving codes of ethics in culturally diverse nations is developed in order to better prepare a globally-sensitive security professional.
CYB 340	Web and Cloud Computing and Security	3	This course focuses on becoming familiar with and securing web applications and cloud computing. The student is given hands-on training on implementing web and data base servers and experiencing first-hand the power of cloud deployment.

CYB 350	Security Team Participation	3	This course provides hands-on, real life experience for the student to participate as a contributing member of an enterprise security team. The various roles of security team members are studied, observed and experienced daily in a functioning computer infrastructure.
CYB 360	Wireless Security	3	This course prepares the student to plan, install, configure and maintain a secure wireless infrastructure. Topics covered include basic radio frequency (RF) technologies, regulations and standards, protocols and devices, network implementation, network security, RF site surveying, antenna concepts, wireless network architecture, wireless local area network (LAN) hardware and software, along with network design, installation and management.
CYB 405	Information Systems Governance	3	This course focuses on the application of information security management principles from an executive management point of view. This course will cover Information Security Management Program, the IS Governance Program, Regulatory and Legal Compliance, and Risk Management.
CYB 407	Information Systems Risk Controls and Auditing Management	3	This course focuses on information security management principles. It will cover Designing-Deploying and Managing Security Controls, Security Control Types and Objects, Implementing Control and Assurance Frameworks, and Audit Management.

CYB 409	Information Systems Leadership, Projects and Operations	3	This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.
CYB 411	Information Systems Core Competencies	3	This course focuses on the application of information security management principles and provides training on penetration testing methodologies including Security Analysis, TCP/IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering and Vulnerability Analysis.
CYB 413	Strategic Planning and Finance	3	This course concentrates on the application of information security management principles, and covers Security Strategic and Financial Planning.
CYB 415	Project Cybersecurity Policy and Governance	3	This project is designed to enhance the skills based competencies of the Chief Information Security Officer's role in today's environment. Students must conduct detailed analysis of case industry studies and perform practical application exercises involving executive level decisions that are highly critical to overall success.

CYB 425	Security Analyst Procedures and Methodology	3	This course provides training on penetration testing methodologies including Security Analysis, TCP IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering, and Vulnerability Analysis.
CYB 427	Security Analyst Network Threat Testing	3	This course provides training on using penetration testing methodologies on both internal and external networks comprised of Firewalls, Intrusion Detection Systems, and Web and SQL Database Applications.
CYB 429	Security Analyst: Database, Web Apps and Perimeter Devices	3	This course provides training on using penetration testing methodologies on Database, web applications and perimeter devices. Students will also learn to analyze post-test results as well.
CYB 431	Security Testing and Analysis	3	This course provides instruction on using penetration testing methodologies associated with wireless, IoT, and Cloud technologies. Students learn Standards and Compliance, Information Systems Security Principles, Incident Handling and Response, and Auditing as well as how to analyze post-test results.

CYB 433	Project Pen Testing Plan	3	This penetration testing planning project is designed to enhance the skills based competency of a penetration tester. Students must conduct a detailed penetration test through a Cyber range environment and submit a formal written report.
CYB 435	Project Pen Testing Execution and Report	3	This penetration testing execution project is designed to enhance the skills based competency of a penetration tester. This course is intensively hands-on and significant emphasis is placed on the practical competency of the student.
CYB 445	Risk Assessment	3	This course will focus on proficiency in analyzing security risks and insider threats. Students will also learn how to assess various security incidents such as malware incidents, email security incidents, and insider attack threats.
CYB 447	Insider Threat and Reporting	3	This course will focus on proficiency in handling and responding to various security incidents such as network security incidents, malicious code incidents, and insider attack threats. In addition, students will learn about computer forensics and its role in handling and responding to incidents with proper reporting in reference to security policies and law.

CYB 449	Computer Forensics Investigative Process	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover major forensic investigation scenarios that enable students to acquire necessary hands-on experience on forensic investigation techniques including Searching and Seizing Computers, Digital Forensics, First Responder Procedures, and Understanding Hard Disks and File Systems.
CYB 451	Computer Forensics Lab	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover major forensic investigation scenarios that enable students to acquire necessary hands-on experience on various forensic investigation techniques including Windows Forensics, Data Application and Duplication, Recovering Deleted Files and Deleted Partitions, and Investigation using forensic toolkits.
CYB 453	Network, Wireless, Web, Email and Mobile Forensics	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover forensic investigation scenarios that enable students to acquire necessary hands-on experience using forensic investigation such as Steganography and Image File Forensics, Application Password Crackers, Log Capturing and Event Correlation, Investigating Logs and Network Traffic, Investigating Wireless and Web Attacks and Investigative Reports.
CYB 455	Project Digital Forensics	3	This project on Applied Digital Forensics combines and demonstrates the acquired knowledge and skills from preceding specified courses.

CYB 490	Capstone Bachelor Design	3	The Capstone project combines and demonstrates the acquired knowledge and skills from Computer Network Defense, other Core Courses, and selected Elective courses. This course comprises the project design phase of the Capstone.
CYB 492	Capstone Bachelor Implementation	3	This project is the implementation phase of the Capstone project that combines and demonstrates the acquired knowledge and skills from Computer Network Defense, other Core Courses, and selected Elective courses.
CYB 500	Advanced Cybersecurity Concepts	3	This course delivers core concepts in cybersecurity related to protecting an organization. Students learn topics in threat intelligence and detection, techniques for identifying vulnerabilities within an organization's infrastructure, network and data analysis, incident response and the prevention of future attacks.
CYB 505	Secure Software Development	3	This course covers topics in secure software design, the Software Development Life Cycle (SDLC). Students learn how to follow secure coding practices and analyze code for security risks before testing and validating the security of their design. Students also learn concepts in deployment, operations and maintenance of secure software.

CYB 510	Cloud Security	3	This course provides students with an overview of the concepts related to securing a cloud environment. Students learn the design principles and requirements involved in securing a cloud or hybrid enterprise while adhering to policies, frameworks and regulations necessary to maintain resilient structures. Other topics include risk management, risk assessment, software security, and business continuity planning.
CYB 515	Network Security	3	This course provides instruction in advanced topics in network security. Students learn how to protect a network from vulnerabilities including designing a network with security in mind, selecting the proper technologies, implementing security policies and touches on the human factors associated with network security. Additional topics include physical security, disaster recovery and digital forensics.
CYB 520	Cyber Ethics	3	This course covers a range of moral, social and ethical considerations in the realm of cyberspace. Students learn concepts in privacy, governance, censorship, and intellectual property by exploring the impact of technology on morals and ethics from a societal approach.
CYB 525	Leadership in Cybersecurity	3	This course will include several areas of leadership in cybersecurity that include a building and maintaining a cybersecurity technology stack, building and maintaining a layered defense strategy and the expenses associated. Students will learn how to present to the board of directors as an everyday function as a cybersecurity leader that comprises of an understanding of how to create a report, communicate effectively and how that will impact the budget and overall strategy.

CYB 530	Cybersecurity Practitioner	3	This course introduces concepts in security operations such as security principles, network security, cloud security and incident response. Students will learn about Security Operations Center (SOC) operations and procedures and how these relate to an incident response plan.
CYB 535	Secure Programming	3	The course includes advanced concepts in programming for students who already have a background in one or more programming languages. Students will work on real-world scenarios in networking, database programming and security to support the cybersecurity infrastructure within an organization.
CYB 540	Cryptography	3	This course covers principles and practices in cryptography exploring more in-depth concepts in network security and secure communication. Students will work in a variety of algorithms and how concepts like public key infrastructure, hash functions and encryption methods help to secure an organization.
CYB 545	Threat Intelligence	3	This course provides students with a holistic view of threat intelligence, including not only the types of attacks but methods to determine motivation and goals behind a variety of attacks, data collection and analysis, and how to plan a threat intelligence program. Students learn the entire threat analysis process and how to create effective threat intelligence reports.

CYB 550	Technical Enterprise Security	3	This course will cover how to determine the best security measures based on different types of organizations. Students will learn how to meet the security requirements of an organization including network design, storage, applications and security controls as well as other technologies to build or maintain a resilient enterprise architecture.
CYB 555	Enterprise Security Operations	3	This course will teach students the appropriate methods and how to select the best tools for conducting a security assessment. Students will learn concepts in implementing incident response plans and recovery procedures and revisit how risk management is impacted by business and industry influences.
CYB 560	MSCYB Capstone	3	Students will use the tools and techniques gained through the sum of their experience and previous coursework to participate in a variety of cyber range activities and team-based activities.
DAT 105	Introduction to Database Concepts/Roles	3	This foundational course provides a historical perspective of database systems and the core concepts needed for any role in database careers.

DAT 205	Communicating across the IT Organization	3	With a focus on IT's responsibilities to work with an entire organization this course focuses on the presentation, negotiation, and communications skills needed to work with all levels of employees.
DAT 210	Data Programming Languages	3	This course covers today's most popular data programming languages. Students will be introduced at a high level to the programming languages as they relate to database design, development and management.
DAT 305	Data Structures for Problem Solving	3	This course covers data structures, recursion, analysis, sorting and searching (sequential and binary), tree and tree algorithms, graphs and graph algorithms, as related to organizational problem solving across industries.
DAT 350	Analyzing and Mining Data	3	This course covers data mining techniques for structured and unstructured data. Learn programming techniques and algorithms to transform large quantities of data into usable Business Intelligence (BI).

DAT 380	Advanced Database Architecture	3	This course covers DDBMS architectures, data structures, schemas and standards in addition to centralized and client server systems, server system architectures, parallel systems, distributed systems.
DAT 390	Database Integration with Other Systems	3	This course addresses the main standards for data integration, movement or replication and federation. Students will investigate transparency and emulation, cleaning, archiving and information preservation across systems.
DAT 565	Data Analysis and Business Analytics	3	This course will introduce students to data discovery, data analytics, and data visualization with contemporary business tools. Students will learn to differentiate data analytics from statistical analysis and use the power of informatics in shaping decision-making in the modern business context. The course will address analytics as a tool for business process-improvement and present data acquisition and formatting, metric creation, data discovery, and data visualization with real-world examples and exercises for students to work through in class.
DATCB 565	Data Analysis and Business Analytics	3	<p>This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.</p> <p>Competency 22: The student will employ statistical methods used in data mining and descriptive and predictive analytics to support actionable business decisions.</p> <p>Competency 23: The student will examine statistical patterns and trends to highlight organizational performance and support organizational strategic planning.</p> <p>Competency 24: The student will analyze business research to drive organizational decision making.</p>

DBM 280	Fundamentals of Access Database	3	This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.
DBM 294	Querying a SQL Server	3	This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment.
DBM 296	Administering a SQL Server	3	This course provides an introduction to the installation, configuration, support, availability, and recovery of databases. The considerations for database administration when addressing the requirements for user access, security, backup, and recovery will be covered. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL Server® database.
DBM 298	Implementing a Data Warehouse	3	This course will cover the design and implementation of a data warehouse. Emphasis will be placed on extraction and transformation of data, design of the data control flow, load options SQL Server Integration Services (SSIS) script options, and the establishment, implementation, and maintenance of data quality solutions.

DBM 380	Database Concepts	3	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 381	Database Concepts	3	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 384	Special Purpose Databases	3	This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.
DBM 460	Enterprise Database Management Systems	3	This course covers distributed computing, middleware, and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

DBM 502	Database Management	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
DHA 700	Introduction to Health Administration in Doctoral Study	3	The course provides an introduction to health administration for doctoral students entering the Doctor of Health Administration program who do not have prior academic experience in this area.
DHA 711	Administration of Complex Health Care Systems	3	Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision-making at the policy and the organizational level.
DHA 714	Health Care Marketing	3	Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services.

DHA 715	Risk Management in Complex Health Organizations	3	The U.S. health care system is both complex and fragmented. It is critical that scholar-practitioner-leaders have a thorough understanding of risk management, as well as how to manage litigation and how to facilitate contractual relationships. Successful leaders will also need to possess a wide range of skills, including a working knowledge of resource, asset, and human resource management. A well-rounded leader will be required to understand concepts from claims administration and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.
DHA 721	Health Care Economics	3	This course focuses on the application of economic theory to the amount, organization, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services.
DHA 722	Policy and Regulation in Health Care	3	The scholar-practitioner-leader will focus on the role of health policy and regulations in the administration of health care systems. Students critically assess the complex dynamics of politics, ethics, and policy in the development of health legislation and regulations. The process of developing policy, rules and regulations at federal, state, and local levels is examined. Evidence-based approaches are applied to evaluate the effectiveness of implemented policy with emphasis on access, cost, quality and outcome measures. Major health legislation enacted during the 20th and 21st centuries and their impacts on health care at societal, system, and organization levels are reviewed.
DHA 723	Executive Information Systems	3	In this course, students examine clinical and administrative healthcare systems employed by executive leaders and the legislative practices that affect those systems. Specific emphasis is placed on critical systems used to facilitate decision-making, strategic planning, and financial reimbursement. Additionally, students discourse the origins, storage, and use of clinical data in the context of data warehouses, clinical repositories, electronic healthcare records, and big data.

DHA 724	Globalization of Health Care	3	This course focuses on global health care systems with the objective of improving the US health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.
DHA 731	Population Health and Epidemiology	3	The science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision- making. Students will apply this science in the analysis of emerging health epidemics and diseases.
DHA 732	Evaluation of Health Care Programs	3	This course is designed to present the major concepts, methods, and issues of evaluating health care programs and services to doctoral students. This course will prepare health care administrators to utilize various evaluation and research methodologies and tools to make decisions regarding program outcomes and effectiveness. Evaluation literature about health programs and services is integrated into the course from a wide variety of sources. Students will incorporate learning to develop a program evaluation plan presentation.
DHA 733	Contemporary Leadership Issues	3	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DNP 700	DNP Expectations Seminar	1	This foundational course introduces students to the program requirements and doctoral learning expectations for the Doctor of Nursing Practice (DNP) program. Students engage in structured activities and guided dialogue to promote inter/intrapersonal collaboration; explore the integration of the roles of Scholar, practitioner and leader; and demonstrate the initiative needed to take the next steps in their doctoral journey through iterative improvements to critical thinking, reading, and writing by applying faculty feedback, writing resources, and personal insights.
DNP 701	Biostatistics and Epidemiology	3	This course examines biostatistics and epidemiology for advanced evidence-based practice (EBP) in nursing using an integrated application of statistics to basic epidemiological concepts. Students engage in the practical application of statistical concepts, quantitative methodology for advanced evidence-based practice (EBP) in nursing, and statistical utility for decision-making using statistical analysis software to further examine the role of nursing practice related to disease and injury prevention. Additionally, students integrate decision theory and critical analysis through the evaluation of methods, results, and discussion sections of a research report.
DNP 705	Philosophy, Theory, and Science for Nursing Practice	3	This course focuses on the philosophical and theoretical underpinnings of nursing science and practice at the doctoral level of expertise. The philosophy of science and the philosophical, theoretical, and ethical foundations of nursing practice and inquiry are examined. Students integrate teaching-learning theory into a personalized framework for doctoral practice.
DNP 710	Evidence-Based Practice Measurement and Clinical Inquiry	3	In this course, students use practice scholarship to examine and address health issues at the population and practice levels. Students align research questions from various methodological approaches with appropriate research design and measures, while evaluating literature focused on providing safe, high-quality care outcomes. Critical analysis of case studies, evaluation of various measures of continuous quality improvement (CQI), and the effective use of program evaluation are addressed. Students also evaluate literature related to their DNP Applied Project topic and refine the methodology appropriate for their research question.

DNP 715	Information Systems and Health Care Delivery Technology	3	In this course, students examine the function and purpose of healthcare informatics and delivery technology in promoting advanced evidence-based practice in nursing. In addition, students explore the components of modern data systems, including advanced clinical information systems, decision modeling programs, and financial systems, to inform the selection, application, and evaluation of healthcare information systems and practice technologies.
DNP 725	Policy and Regulation in Health Care	3	This course will focus on an analysis of health policy and its influence on health care delivery systems. The student will examine the structure and function of legislative and regulatory bodies, governance, public relations, and global health care issues. The course promotes the concepts of leadership to inform advocacy, policy formation and implementation through the lens of ethics, social justice and evidence.
DNP 730	Organizational and Systems Leadership	3	This course will focus on the exploration of organizational and systems theory for quality improvement science. Students will contribute to the development of transformational leadership strategies to facilitate changes in health care systems.
DNP 740	Clinical Prevention and Population Health	3	The course focuses on the use of epidemiological biostatistical, environmental , geographic, genetic, behavioral and socioeconomic data to design, develop and implement interventions to improve health care access, address gaps in care and decrease health disparities. Students will apply comprehensive surveillance, prevention, and health promotion approaches to improve population health.

DNP 750	DNP Applied Project I	3	The outcome of this course will be a precis that articulates a specific goal and plan that will evolve into the student's DNP Applied Project.
DNP 751	DNP Applied Project II	3	In this course, students engage in the iterative advancement of the DNP practice dissertation proposal. With continued faculty guidance, students leverage self-assessment and forecasting strategies to refine their skills and improve upon the quality of their proposal drafts for completion and submission.
DNP 752	DNP Applied Project III	3	The outcome of this course will be the submission and oral defense of the DNP Applied Project.
DNP 752A	DNP Applied Project and Practicum III	3	The outcome of this course will be the submission and oral defense of the DNP Applied Project.

DOC 700	Developing the Doctoral Identity	1	This 5-week foundational course prepares students for the rigors of their program by establishing doctoral-level expectations in the areas of critical reading, writing, thinking, and research. Students explore the College of Doctoral Studies integrated approach to scholarship, practice, and leadership through structured activities and guided discourse while also developing the initiative to become self-directed learners in their intellectual/doctoral journey.
DOC 705R	Creative and Critical Thinking	3	This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 714S	Symposium I	3	This course serves as the first of two online immersive experiences for University of Phoenix doctoral students. The first covers foundational tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.
DOC 715	Doctoral Seminar I	3	This course deals with the theoretical and practical aspects of research and dissertation development in a practice doctorate context. In this course, students begin to develop Chapter 1 and to examine relevant industry and academic literature and move toward creation of a robust, cogent review of scholarship aligned with designing Chapter 2 of an applied doctoral dissertation.

DOC 719S	Symposium II	3	This course serves as the second of two online immersive experiences for University of Phoenix doctoral students. The second covers advanced tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.
DOC 720R	Doctoral Seminar I	2	DOC/720R is the first step in the formal development of the doctoral dissertation. You will review and clarify problem and purpose statements, create and refine research questions and hypotheses, identify sample populations, research methodologies and data gathering procedures and complete a précis that serves as a framework for the dissertation. The intended impact of the student's dissertation on society, the discipline, and practitioners will be discussed.
DOC 721N	Prospectus and Proposal Workshop	3	This course continues the formal development of the student's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, populations and samples, and the intended contribution of the study to the profession and society. The outcome of this course is Chapter 1 of the dissertation that articulates a specific goal and plan that will evolve into the learner's dissertation.
DOC 722	Doctoral Seminar II	3	In this course, students refine the requisite skills necessary to further develop their concept paper into a dissertation proposal. Students expand their work from Second-Year Residency by applying critical analysis to refine the research method, inform the selection of a research design, and to develop a focused literature review.

DOC 723	Doctoral Seminar II	3	In this course, students refine the requisite skills necessary to develop their dissertation-proposal Chapters 1 and 2 for review and approval. Students expand their work from previous courses by working with their University Research Methodologists (URM) to align their research foundation elements in Chapter 1, and by working with their Chair to develop a focused Chapter 2 literature review.
DOC 733	Doctoral Dissertation	3	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 733A	Doctoral Dissertation	3	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733B	Doctoral Dissertation	3	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.

DOC 733R	Doctoral Seminar III	3	This five-day experiential residency course engages students in critical discussion and collaboration to explore the integration of theory and practice as a mechanism to guide their professional identity development in the communities they serve. Students reflect on the complex interrelationships between inquiry, knowledge, practice, and theory juxtaposed with the praxis of the scholar-practitioner-leader. Throughout the residency, students develop an increasingly reflexive articulation and demonstration of how their participation in a doctoral program has influenced their growth as scholar-practitioner leaders. Additionally, students develop shared visions for the continuation of their transformation as future leaders who engage with academics and practitioners to promote scholarship for evidenced-based decision-making.
DOC 734	Doctoral Project IV	3	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734A	Doctoral Project IV	3	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734B	Doctoral Project IV	3	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOC 734R	Doctoral Seminar IV	2	This 3-day residency course engages students in collaborative discussions and independent activities aimed at developing a complete dissertation proposal. By means of individual feedback and collegial discourse, students contribute to a community of scholarship and practice.
DOC 735	Research Proposal	3	Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.
DOC 736A	Dissertation I	3	The purpose of this class is for the student and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) Review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736B	Dissertation I	3	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.

DOC 736C	Dissertation I	3	This third available dissertation proposal course provides extended time for one-on-one work between a student and his or her dissertation committee Chair. Students enroll for this course when a student has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Students should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Students must repeat this course, until the dissertation proposal is approved.
DOC 736IA	Dissertation I	3	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IB	Dissertation I	3	This course is a continuation of DOC/736IA, where students work with their Chair and committee members to finalize and submit the dissertation proposal for approval. The Chair and student work together to re-assess and improve readiness and skill preparation for the completion of the dissertation proposal in accordance with university guidelines and standards of ethical research. Enhanced support is provided to guide students towards completion of the dissertation proposal.
DOC 736IC	Dissertation I	3	This course is a continuation of DOC/736I B, where students work with their Chair and committee members to finalize and submit the dissertation proposal for approval. The Chair and student work together to re-assess and improve readiness and skill preparation for the completion of the dissertation proposal in accordance with university guidelines and standards of ethical research. Enhanced support is provided to guide students towards completion of the dissertation proposal.

DOC 736N1	Dissertation I	3	The purpose of this class is for the student and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) Review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736N2	Dissertation I	3	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736N3	Dissertation I	3	This third available dissertation proposal course provides extended time for one-on-one work between a student and his or her dissertation committee Chair. Students enroll for this course when a student has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Students should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Students must repeat this course, until the dissertation proposal is approved.
DOC 737	Dissertation II	3	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course, the Learning Contract serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.

DOC 737I	Dissertation II	3	Students, with the support of the Chair and committee, collect and analyze dissertation data and write the results and conclusions chapters of the dissertation. A completion plan serves as the catalyst for completing the dissertation.
DOC 737N	Dissertation II	3	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course, the Learning Contract serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 738A	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738B	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.

DOC 738C	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IA	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738IB	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738IC	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.

DOC 738N1	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N2	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N3	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 740R	Annual Renewal Residency	0	This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/733 and DOC/734. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.

DOC 741	Doctoral Dissertation	3	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741A	Doctoral Dissertation	3	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	Doctoral Dissertation	3	In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.
DOC 742	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.

DOC 742A	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 787	Concept Continuing Enrollment I	0	This course is a continuation of DOC/723 and is intended for students to finalize their dissertation concept for review and approval. Students iterate to refine their research method(s), inform the selection of their research design, and develop a focused literature review
DOC 788	Concept Continuing Enrollment II	1	This course is a continuation of DOC/723 and is intended for students to finalize their dissertation concept for review and approval. Students iterate to refine their research method(s), inform the selection of their research design, and develop a focused literature review.

DOC 887	Dissertation Continuing Enrollment I	0	This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 888	Dissertation Continuing Enrollment II	1	In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 889	Dissertation Continuing Enrollment I	0	This is a 1-week chair-guided course that serves as a continuation of DOC/741A. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 890	Dissertation Continuing Enrollment II	1	This is a 3-week chair-guided course that serves as a continuation of DOC/741A. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.

DOC 891	Dissertation Continuing Enrollment I	0	This is a 1-week chair-guided course that serves as a continuation of DOC/741B. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 892	Dissertation Continuing Enrollment II	1	This is a 3-week chair-guided course that serves as a continuation of DOC/741B. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 893	Dissertation Continuing Enrollment I	0	This 1-week dissertation continuation course is designed to facilitate student submission of the dissertation proposal to Quality Review Methods (QRM).
DOC 987	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.

DOC 988	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 989	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742A. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 990	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742A. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 991	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742B. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.

DOC 992	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742B. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 993	Dissertation Continuing Enrollment I	0	This 1-week dissertation continuation course is designed to facilitate student completion of the doctoral dissertation requirements, including submission to Quality Review Final (QRF) and delivery of the oral defense.
DOC 994	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.
DOC 995	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.

DOC 996	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.
DSC 330	Data Communication and Visualization for Business	3	This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.
ECE 205	Developmentally-Effective Learning Environments	3	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.
ECE 206	Curriculum and Instruction in Early Childhood Education	3	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.

ECE 207	Assessment in Early Childhood Education	3	This course provides an overview of a variety of assessment techniques in early childhood education, including assessment of children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age eight.
ECE 510	Effective Instruction for Early Childhood Education	3	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 511	Language and Literacy Methods in Early Childhood Education	3	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.
ECE 512	Early Childhood Assessment	3	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.

ECE 513	Early Childhood Growth and Development	3	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.
ECE 514	Family/Community Involvement in Early Childhood Education	3	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	Early Childhood Growth and Development	3	This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language development of children from birth through age 8 / grade 3. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.
ECH 211	Instructional Strategies for Early Childhood Education	3	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting, birth through age 8 or through Grade 3. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.

ECH 300	Orientation to Early Childhood Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample and technology resources will be discussed.
ECH 301	Foundations of Early Childhood Education	3	This course provides an overview of early childhood education for children, birth through age 8. Historical foundations of early childhood education, the role of technology, professionalism, and trends and issues in education are introduced. Students will reflect upon their personal dispositional skills desired for an educational career and will create a personal philosophy of education.
ECH 302	Exceptionalities of the Young Child	3	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.
ECH 321	Developmentally-Effective Learning Environments	3	This course examines developmentally-effective strategies used in implementing and managing a positive and active early childhood learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting, birth through age 8 or Grade 3.

ECH 390	Early Childhood Student Teaching Seminar	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
ECH 400	Assessment and Evaluation in Early Childhood	3	This course provides exposure to a variety of assessment techniques in early childhood education. There is a focus on assessment strategies, tools, and resources, including the use of technology. Teacher candidates will learn to use assessment data for planning instruction and incorporating interventions, as well as communicating and developing partnerships with families. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age 8, including children with special needs.
ECH 416	Methods of Teaching in Early Childhood: Mathematics	3	This course focuses on mathematical methodology and assessment strategies for young children. Integration of content, appropriate instructional strategies, and curriculum and assessment planning are emphasized. Multiple perspectives of young children as learners of mathematics and current research on mathematics pedagogy are explored. Students evaluate and use instructional methods, curricular materials, technological resources, and appropriate assessment strategies. Special attention is given to using manipulatives in math instruction and developing problem-solving skills.
ECH 418	Community and Family Engagement	3	This course focuses on establishing and maintaining collaborative relationships between families, early childhood learning environments, and communities to support children's learning and development. Candidates explore the topics of family diversity, building relationships, and the role of advocacy in early childhood education. Emphasis is placed on creating family and community partnerships as well as connecting students, families, and schools to available community services.

ECH 420	Methods of Teaching in Early Childhood: Science	3	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.
ECH 430	Methods of Teaching in Early Childhood: Social Studies	3	This course provides a foundation in developmentally appropriate content and methodology for the teaching of social studies in early childhood education (birth through age 8). Teacher candidates will explore content standards, instruction and assessment strategies, technology integration, and theoretical perspectives and practices related to early childhood social studies education. In addition, candidates will develop meaningful curricular content and hands-on learning experiences, as well as investigate strategies for creating an effective learning environment and opportunities for family and community involvement.
ECH 435	Methods of Teaching in Early Childhood: Arts and Music	3	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally effective practices and integration of visual arts, drama or performing arts, and dance, movement, and music across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.
ECH 496	Early Childhood Student Teaching	8	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ECH 497	Student Teaching	8	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
ECH 498	Early Childhood Student Teaching (Birth-Preschool)	4	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the student teaching experience and preparing to teach up to preschool-age children. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 499	Early Childhood Student Teaching (K Through Age 8/Grade 3)	4	This course will focus on the design and implementation of the Kindergarten through Age 8/Grade 3 Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECO 365	Principles of Microeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 365T	Principles of Microeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 370	Environmental Economics	3	This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.
ECO 372	Principles of Macroeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 372T	Principles of Macroeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 535	The Digital Economy	3	This course will emphasize the importance of economic theories in the context of digital transformation. Students will learn a fundamental understanding of how to approach business problems related to digitalization within the world economy. Students will apply and discuss economic theories and how they can help to analyze, understand, and solve business problems.
ECOCB 535	The Digital Economy	3	<p>This course will emphasize the importance of economic theories in the context of digital transformation. Students will learn a fundamental understanding of how to approach business problems related to digitalization within the world economy. Students will apply and discuss economic theories and how they can help to analyze, understand, and solve business problems.</p> <p>Competency 10: The student will assess the effects of market structure on competition, production, and pricing.</p> <p>Competency 11: The student will analyze the relationships between government, business, consumer practices, and economic conditions.</p> <p>Competency 12: The student will evaluate economic theories and policies related to international trade and global business practices.</p>
EDD 004	Faculty Supervision Educational Leadership	0	These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.
EDD 007	Faculty Supervision	0	These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.

EDD 583	Clinical Practice	6	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EDD 700	Introduction to Education Administration in Doctoral Study	3	The course provides an introduction to education administration for doctoral students entering the Doctor of Education-Educational Leadership program who do not have prior academic experience in this area.
EDD 712	Leadership in Contemporary Organizations	3	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 714	Comparative Models of Educational Environments	3	This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

EDD 721	Planning and Leading Change	3	This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
EDD 722	The Legal Context of Education	3	In this course, students examine existing and emerging legal contexts that govern American education systems. Weekly topics provide a progressive exploration of foundational sources of law that impact education-from The Constitution of the United States to landmark legal cases-to affirm the legal rights and responsibilities of educators and students. Other course topics establish a platform to assess the legalities of educational governance and leadership in addition to emerging and contemporary legal issues.
EDD 723	Ethics and Values in Learning Organizations	3	In this course, the ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies about ethical dilemmas are included for analysis. The roles of value education, codes of conduct, and codes of ethics are debated.
EDD 724	Instructional Leadership	3	In this course, students explore instructional leadership as an integrated practice to evolve their understanding of, and capacity for, advancing teaching and learning. Effective teaching and learning strategies are examined as they relate to motivating faculty, staff, and students, and creating dynamic learning environments. Additional topics include leading change in learning environments and counterbalancing resistance to change for faculty, staff, and students.

EDD 731	The Economics of Education	3	The principles and theories of the economics of education are examined. The role that federal, state, and local governments play in the economics of education is explored in-depth. Key topics include budget management grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 733	Evaluation and Assessment Methods	3	This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes based assessment, institutional research, and staff and evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.
EDS 799	Educational Specialist Capstone	3	The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course, learners will complete a reflective self-assessment of their learning throughout the program.
EDT 711	Educational Technology Research	3	This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.

EDT 721	Instructional Design	3	This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.
EDT 722	Distance Learning	3	This course traces the development of distance learning, including past, present, and future trends. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.
EDT 723	Instructional Media and Design Techniques	3	This course examines various types of technologies used in the development of instructional projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and emerging technologies that are purposeful in facilitating learning in multiple environments.
EDT 731	System Analysis and Design	3	This course follows the phases of planning, needs analysis, design, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider technology selection, vendor selection, organizational constraints, maintenance, and enhancements in an effort to address present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.

EDT 732	Integrating Technology and Curriculum	3	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.
EDT 733	Technology Leadership	3	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDU 101	Foundations of Education	3	In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.
EDU 105	Diversity in Educational Settings	3	This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.

EDU 200	Introduction to Assessment	3	In this course, learners are introduced to the role of assessment in education. The purpose and types of assessment are identified, including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Students will also explore the topics of feedback and grading.
EDU 215	Ethics and Social Responsibility in Education	3	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision making, professional, and personal conduct of teachers.
EDU 300	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, My Time Log, Student Teaching, Teacher Work Sample and technology resources will be discussed.
EDU 300CA	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.

EDU 301	Foundations of Education	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 301CA	Foundations of Education	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 305	Child Development	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.
EDU 305CA	Child Development	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.

EDU 311	Models and Theories of Instruction	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.
EDU 311CA	Models and Theories of Instruction	3	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 315	Legal & Ethical Issues in Education	3	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional, and personal conduct of teachers.
EDU 321	Classroom Management	3	This course explores differentiated approaches and strategies for managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.

EDU 321CA	Classroom Management	3	This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.
EDU 390	Elementary Education Seminar	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
EDUC 518	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
EDUC 519	Foundations of Education	3	This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 521	Classroom Management for Educators	3	In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.
EDUC 522	Curriculum Development and Instruction	3	This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.
EDUC 523	Middle School Curriculum Development and Instruction	3	This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.
EDUC 524	Assessment and Evaluation for Educators	3	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.

EDUC 525	Theories of Growing and Learning	3	This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDUC 526	Overview of Adolescent Psychology	3	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.
EDUC 527	Teaching Critical Thinking Skills	3	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.
EDUC 528	Communication Strategies for Educators	3	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.

EDUC 545	Family Engagement and Community Involvement	3	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.
EDUC 548	Coaching and Mentoring	3	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.
EED 400	Assessment in Elementary Education	3	This course focuses on defining assessment and utilizing effective assessment practices in the classroom. The fundamentals of assessment, including formative, summative, standardized and performance assessments and their uses will be discussed. Teacher candidates will explore the reliability and validity of assessment and evaluate test performance data for the purpose of planning instruction.
EED 416	Elementary Methods: Mathematics	3	This course provides a context for teaching and assessing students in elementary mathematics. Content knowledge, interdisciplinary teaching, and curriculum are emphasized. Teacher candidates will evaluate and use instructional methods, resources, and technology. The course focuses on enhancing the meaning of mathematical concepts by promoting critical thinking and problem-solving skills.

EED 420	Elementary Methods - Science	3	This course provides a context for teaching and assessing students in elementary science. Teacher candidates will explore interdisciplinary teaching, curriculum content, and instruction and assessment strategies that enhance inquiry learning in the science classroom. In addition, teacher candidates will focus on content knowledge and promoting the development of critical thinking skills to include science in other content areas.
EED 425	Elementary Methods-Health/PE	3	This course provides an overview of the health and physical education state and national standards and provides a context for how standards are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored. In addition, teacher candidates will examine strategies for promoting the goal of life-long health and an understanding of human movement.
EED 430	Elementary Methods - Social Studies	3	This course provides a context for teaching and assessing students in elementary social studies. Teacher candidates will explore the purpose and place for social studies instruction, analyze and apply content standards, and examine methodologies and resources for teaching social studies. In addition, teacher candidates will develop student-centered instruction to meet the needs of culturally, academically, and linguistically diverse students. The course focuses on strategies for developing students' critical thinking skills and integrating social studies with other disciplines.
EED 435	Elementary Methods - Fine Arts	3	This course defines and provides a context for teaching and assessing students in the area of arts education. Candidates will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on integrating arts education across the curriculum.

EED 436CA	Elementary Methods: Social Science and Fine Arts	3	This course defines and provides a context for teaching and assessing students in the area of social science and visual and performing arts. Participants will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on interdisciplinary practices and the integration of social science and visual or performing arts into other content areas. The course also investigates the use of technology and community involvement in the social science and visual and performing arts classrooms.
EED 438CA	Elementary Methods: Mathematics and Science	3	This course focuses on methodology and assessment strategies that enhance instruction in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science, along with current research on pedagogy, are explored. Students are provided the opportunity to develop the ability to evaluate and apply instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 444	Elementary Methods - Integration of Hawaiian Studies	3	This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data-collection tools designed to assess student learning.
EED 491CA	Elementary Clinical Practice A	4	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

EED 492CA	Elementary Clinical Practice B	4	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 496	Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 498	Elementary Student Teaching, Seminar I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 498CA	Elementary Student Teaching, Seminar I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

EED 499	Elementary Student Teaching, Seminar II	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499CA	Elementary Student Teaching: Seminar II	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.
ELEC 714	DHA Elective	3	Placeholder for elective courses in the DHA program.
ELEC 725	Doctoral Extension	3	DOCTORAL EXTENSION

ELL 300	Instructional Methods for English Language Learners	3	This course focuses on instruction for English language learners (ELLs). It emphasizes knowledge of and sensitivity to the history and culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELL 500	Instructional Methods for English Language Learners	3	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELM 532	Creating an Effective Learning Environment	3	This course explores differentiated approaches and strategies used in managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
ELM 533	Instruction and Assessment for Diverse Learners	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.

ELM 534	Elements of Literacy Content and Curricular Knowledge	3	This course focuses on the most current research, theory, and methods of literacy instruction. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Candidates will assess learners' background knowledge in literacy to develop differentiated instruction.
ELM 535	Application of Research-Based Literacy Instruction	3	This course focuses on the instructional approaches for literacy within the framework of an integrated curriculum. Teacher candidates will apply research-based instructional and assessment techniques to meet the needs of all learners. Candidates will apply interdisciplinary teaching strategies to develop a variety of writing styles, reading methods, and critical thinking skills in their learners.
ELM 536	Social Studies Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.
ELM 537	Science Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.

ELM 538	Mathematics Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the mathematics classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
ELM 539	Physical Education/Health Content and Curricular Knowledge	2	This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence, and on state and national standards (1). Candidates examine framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth (2). They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; recognize nutrition, acknowledge the risks associated with drugs and alcohol, understand growth and development; and utilize health-related information, products, and services(3). Additionally, this course explores instructional approaches for integrating physical education and health with other content.
ELM 545	Elementary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 583	Elementary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

ELM 586	Elementary Clinical Practice A	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 587	Elementary Clinical Practice B	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 590	Elementary Student Teaching Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
ELM 595	Elementary Student Teaching Part B	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.

ELM 598	Elementary Student Teaching Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ELM 599	Elementary Student Teaching Part B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
EMC 310	Principles of Emergency Management	3	This course will explore the history and evolution of emergency management as well as roles of local, state, regional, and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 320	Emergency Preparedness and Planning	3	This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

EMC 330	Political and Policy Issues for Emergency Management	3	This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of how local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340	Emergency Services and the Community	3	This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.
EMC 350	Managing Emergency Response Operations	3	This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
ENG 110	English Composition I	3	This course develops the reading, writing, and critical thinking skills that are essential for academic and life success.

ENG 125	Literature in Society	3	This course introduces themes in literature and provides guided study and practice in reflecting on themes which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students study the literature in thematic units and are asked to make connections to their own lives and cultures.
ENG 135	Essentials of Contemporary Communication	3	This course covers the skills necessary for effective communication in professional environments and modern society. The course reviews basic communication theories and discusses the fundamentals of a variety of communication skills and various communication channels. This course emphasizes applying these skills to group and contemporary professional situations.
ENG 157	Multicultural Literature	3	This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.
ENG 210	English Composition II	3	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.

ENG 222	Introduction to Technical Writing	3	This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.
ENG 230	Mechanics of Writing	3	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 240	Introduction to Creative Writing	3	This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.
ENG 260	Folklore and Fairytales	3	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping, and use of folklore and fairytales in society.

ENG 265	The Short Story	3	This course examines the short story through notable works and writers.
ENG 270	Literary Interpretation and Analysis	3	This course introduces students to the practice of literary analysis through reading and interpretation of major works. Students will discuss forms and theories as a foundation on which to build analytical skills.
ENG 280	Rhetoric and Critical Thinking	3	This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.
ENG 295	Children's Literature	3	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.

ENG 301	American Ethnic Literature	3	This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics/Latinos, and Asian Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.
ENG 313	Writing Proposals	1	This is a one-credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.
ENG 340	Creative Writing	3	This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.
ENG 380	Applied Linguistics	3	This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.

ENG 437	Literary Genres Across Cultures	3	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.
ENG 437CA	Literary Genres Across Cultures	3	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.
ENG 480	Applied Rhetoric	3	This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.
ENG 495	Advanced Creative Writing	3	This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one-act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers' workshop will be an integral component of this course.

ENT 527	Opportunity Assessment and Innovation	3	This course is an introduction to entrepreneurship and the entrepreneurial mindset. The course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapreneurship, and a social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 586	Informational Technology for Entrepreneurs and Leaders	3	Value is the seminal construct of a business proposition, yet it remains difficult to define and is subject to constant repositioning by industry and society. This course will examine the essence of changes in business value propositions and how technology plays an important role in today's business environment. The course will explore how innovation and the business cycle are linked by technology developments and how successful businesses across industry segments have been able to use innovation as a means to differentiate themselves while lowering costs.
ENT 588	Innovation and Design: Capstone Project	3	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENV 100T	Principles of Environmental Science	3	This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.

ENV 310	Environmental Management	3	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 315	Global Change	3	This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.
ENV 320	Environmental Law	3	This course explores the administrative regulations and policies that are requisite to environmental protection. Federal, state, and local policies will be examined.
ENV 340	Energy and the Environment	3	This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

ENV 410	Environmental Toxicology	3	The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.
ENV 420	Environmental Risk Assessment	3	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.
ENV 430	Environmental Technology	3	
ENV 431	Public Policy Analysis	3	This course will examine the fundamentals of public policy analysis to the environment. Students will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.

ESL 300	Teaching English Language Learners	3	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ETH 120	Cultural Diversity in the United States	3	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETH 316	Ethics and Social Responsibility	3	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the interrelated nature of ethics, morality, legal responsibility, and social issues.
ETH 321	Ethical and Legal Topics in Business	3	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of business law, and understand intellectual property rights.

ETH 321T	Ethical and Legal Topics in Business	3	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of business law, and understand intellectual property rights.
ETH 328	Data Ethics and Security	3	This course provides students with an overview of the legal and ethical implications of data. Students will examine the legal and ethical issues that must be considered throughout the lifecycle of data analytics including collection, storage, analysis and presentation. Other topics include, privacy, security, classification, and discrimination. After completion of this course, students will be able to understand the legal and ethical considerations that are necessary when utilizing particular types of data, collection methods, and analysis techniques.
ETH 557	Accounting Ethics	3	In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.
EXAM 799	Comprehensive Examination	1	The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.

FIN 366	Financial Institutions	3	This course develops a conceptual framework for understanding how recent and current events affect the financial environment. Financial markets are examined with a focus on their utilization by financial institutions, the pricing of financial assets, the impact of the Federal Reserve, the internationalization of financial markets, and the impact of recent events. Financial institutions such as insurance companies, commercial banks, and investment banks are covered. The institutions are described with a focus on regulatory aspects and management use of financial markets and performance.
FIN 370	Finance for Business	3	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: financial statement analysis, time value of money, financial markets and institutions, risk and return, financial planning, and international finance.
FIN 370T	Finance for Business	3	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 375	Financial Management in the Small Business	3	This course focuses on the role that financial management plays in the development and sustainability of a small business. The course provides a detailed review of forecasting, budgeting, daily cash flow management techniques, and monitoring financial performance. Specifically, students will address funding, debt management, cash-flow management, and financial planning, from the small business perspective.

FIN 402	Investment Fundamentals and Portfolio Management	3	This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 410	Working Capital Management	3	This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable, and inventory management will also be explored.
FIN 415	Corporate Risk Management	3	This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.
FIN 419	Finance for Decision Making	3	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 419T	Finance for Decision Making	3	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420	Personal Financial Planning	3	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.
FIN 422	Retirement and Benefit Planning	3	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deductions and contribution limits, and create a full financial plan, including retirement, for an individual.
FIN 428	Insurance for Financial Planning	3	This course will prepare students to make insurance policy recommendations as part of a financial plan. After completion of this course, students will be able to apply concepts of medical, life, and property insurance to financial planning, and understand concepts underlying risk and insurance management for financial plans.

FIN 467	Real Estate Investment	3	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment.
FIN 486	Strategic Financial Management	3	This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 571	Corporate Finance	3	This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.
FIN 575	Project Budget and Finance	3	This course focuses on the development of a financial plan. Students will develop a revenue forecast, draft a budget, and create a profit and loss statement. Students will identify sources of funding, understand the importance of a break-even analysis, and calculate and interpret performance measures for business decision-making and sustainability.

FIN 580	Global Capital Markets	3	This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.
FIN 585	Financial Controlling	3	This course analyzes several topics concerning financial control. Students will explore, design, and use the cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, and use of balanced scorecard to evaluate financial/nonfinancial managerial performance.
FIN 590	Audit and Compliance Management	3	The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.
FIN 591	Real Estate Investment	3	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.

FIN 592	Mergers and Acquisitions	3	This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.
FIN 711	Financial Measures of Value Added	3	This course will assist doctoral students with understanding and employing financial tools and techniques in different stages of an entrepreneurial organization with special emphasis on new venture finance and private equity. Students will also gain insights into the different types of financing and evaluate the appropriate financing alternatives at various phases of the organization's life.
FINCB 571	Corporate Finance	3	<p>This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.</p> <p>Competency 16: The student will distinguish between sources, requirements, and risks associated with various types of long- and short-term financing capital structure.</p> <p>Competency 17: The student will assess cash flow, valuation, and key performance indicators for financial growth and sustainability.</p> <p>Competency 18: The student will evaluate the effects of economic and market conditions on financial performance.</p>
FP 100	Everyday Economics and Finances	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.

FP 100T	Everyday Economics and Finances	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
GBM 380	Global Business	3	In this course, students will describe major forces in the global environment and their impact upon business strategies, operations, and decision making. Upon completion of this course, students should have developed a global mindset and have a broader awareness of the intricacies of the global business environment.
GEN 201	Foundations for University Success	3	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.
GEO 180	Physical Geography	3	This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.

GFT 500	Teaching Gifted and Talented Learners	3	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
GFT 501	Curriculum and Instruction for Gifted and Talented Learners	3	This course focuses on the theory, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for diverse gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.
GFT 503	Assessment for Gifted and Talented Learners	3	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.
GFT 505	Critical Thinking Skills for Gifted and Talented Learners	3	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.

GHA 548	Foundations of Gerontology for Health Administrators	3	This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, myths and stereotypes of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.
GHA 551	Biological and Psychological Aspects of Aging	3	This course examines the process of aging and explores health care programming and support systems that promote the health of the aging population. These topics are applied in a health administration context to disease prevention, health maintenance, and selected disorders that effect health and independent living.
GHA 557	Social and Cultural Aspects of Aging	3	This course examines social and cultural perspectives on aging and their implications for health administrators serving aging populations. Public and personal aspects of aging will be addressed. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.
GHS 563	Leadership and Public Policy in Global/Homeland Security	3	This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. The leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability to deliberate violent acts.

GHS 573	Intelligence Integration in Global/Homeland Security	3	This course allows students to explore the collaboration of intelligence and law enforcement communities (Intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.
GHS 583	Multi-Disciplinary Global and Homeland Security Issues	3	This course focuses on curriculum and instruction for gifted and talented learners. Instructional strategies, diversity, higher-level thinking skills, technology, and assessment are explored. Participants examine curriculum development and implementation, classroom environment, and instructional materials for gifted and talented learners.
GHS 593	Critical Infrastructure Analysis and Protection	3	This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.
GLG 220	Physical Geology	3	This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering, and erosion systems.

GMGT 520	External Environment of Global Business	3	This course explores issues and factors that influence global business and which are outside the direct control of the organization. We shall explore how to research, analyze, and understand the various external elements so that we can devise successful strategies for global business. Topics include: globalization, culture, ethical considerations, politics and the law, government intervention, country risk assessment and foreign market entry strategy.
GMGT 530	Internal Environment of Global Business	3	This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540	Global Strategy Formulation and Implementation	3	This course introduces the principles and tools for managerial use in the development, implementation, and review of strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues.
HCIS 140	Fundamentals of Electronic Health Records	3	This course introduces students to the fundamentals of electronic health records (EHR) in today's healthcare environment. An overview of information systems, functions, workflows, health information accessibility, and healthcare transactions and billing are introduced to prepare students for work with electronic health records. The introduction of EHR software will also be explored.

HCIS 140T	Fundamentals of Electronic Health Records	3	This course introduces students to the fundamentals of electronic health records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.
HCIS 250	Structure, Design, and Tools of Electronic Health Records	3	Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient's electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of healthcare settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.
HCIS 270	Application of Electronic Health Records	3	Students in the capstone course for the electronic health records (EHR) will continue to use an EHR software application to develop foundational skills related to administrative tasks, data charting, insurance and billing, regulatory compliance, and reporting. Students will demonstrate mastery processing an electronic health record.
HCIS 305	Terminology and Culture of the Healthcare Industry	3	This course provides students with a foundational set of health care terminology utilized in a variety of health care settings and applications. The course also provides an overview of the various personnel and forms of provider service models in the health care delivery systems. Topics will include common disease manifestations and processes that impact the delivery of health care services.

HCIS 318	Health Care Industry Terms for IT Professionals	3	This course provides students with basic health care industry terms in a variety of health care work settings for information technology professionals. Students will review terms and concepts related to emerging technologies, the structure and roles within health care, and the privacy and security considerations needed for health care systems.
HCIS 352	Foundations of it in the Health Care Environment	3	This course provides an overview of the integration of technology within the health care industry. Students will examine systems, networking and database concepts, the processes used in the selection and application of electronic health records, and the evaluation of future information technology systems. Methods to make informed business decisions related to the use of technology in health care will be addressed.
HCIS 410	Project Planning and Implementation in Health Care	3	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.
HCIS 420	Information Systems Risk Management in Health Care	3	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation, and use of computer based information systems.

HCM 440	Health Care Data Analytics	3	This course will introduce students to the role of data and analysis in healthcare. Students will understand the concepts of analytics, informatics, the electronic health record and other data sources that can be used to support organizational strategies and initiatives. Other topics include, ethical and privacy issues in healthcare and the role of social media and mobile initiatives. Students will conduct a case study on a topic in healthcare analytics and implement recommendations for improvement.
HCP 513	Health Care Compliance Foundations	3	The learner will explore the purpose and organization of compliance in the health sector as well as the role of compliance and compliance officers. Topics include regulatory agencies, accreditation, professional licensing, enforcement, quality, and policies.
HCP 514	Leading Compliance in Health Care Organizations	3	The learner will examine structures and systems of healthcare organizations and how they inform the responsibilities of a compliance professional. Course topics include the ethical responsibilities of compliance, HIPAA and OSHA, and other compliance-related healthcare standards and regulations including whistleblower protection in the U.S.
HCP 516	Auditing, Monitoring and Corrective Action in Compliance	3	The learner will compare and contrast auditing and monitoring in healthcare compliance. The course focuses on report writing using root cause analysis and corrective action plans, as well as the industry-accepted process of presenting these plans to compliance boards and committees.

HCP 517	Communication and Reporting Mechanisms in Compliance	3	The learner will create a compliance program and present it in their chosen healthcare sector, in a manner currently accepted by the healthcare industry. Course topics include policies and standard operating procedures, training and education, documentation and presentation.
HCR 201	Medical Billing and Coding	3	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	Medical Insurance	3	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with the various medical insurance plans offered by health care payors.
HCR 203	Medical Claims Processing and Compliance	3	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. HIPAA and compliance requirements will also be covered.

HCS 120	Medical Terminology for Health Care Professionals	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 120T	Medical Terminology for Health Care Professionals	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 131	Business Communication Skills for Health Care Professionals	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 131T	Business Communication Skills for Health Care Professionals	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.

HCS 182	Introduction to Financial Concepts	3	This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.
HCS 207	Introduction to Medical Terminology	3	In this course, students are introduced to medical terminology used within the health care industry. The course will cover medical terminology related to the main body systems and their functions as well as word building through the use of word roots, prefixes, suffixes, and combining forms. Also, students will explore the importance of medical terminology in the health care industry.
HCS 214	Anatomy and Physiology I	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 216	Anatomy and Physiology II	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.

HCS 219	Introduction to Health Care Finance	3	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care. Students will explore the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the use of financial documents.
HCS 224	Health Care Office Management	3	This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.
HCS 235	Health Care Delivery in the U. S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 235T	Health Care Delivery in the U. S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 245	Introduction to Health and Disease	3	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 265	The Managerial Environment of Health Care	3	This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.
HCS 305	Health Care Professional Development	3	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCS 321	Business Communication for Health Care Managers	3	This course offers students the knowledge and skills to effectively communicate in a variety of health care workplace settings. Students will focus on business writing correspondence, effective communication strategies, and collaboration skills required by health care managers.

HCS 325	Health Care Management	3	The course explores fundamental concepts of management theory as applied to health care. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.
HCS 335	Health Care Ethics and Social Responsibility	3	This course identifies ethical issues in health care. It is designed to encourage students to clarify individual ethics values in regards to health care issues. Content includes discussion of theories, principles, and values for students to consider a variety of ethical viewpoints from a managerial perspective.
HCS 341	Human Resources in Health Care	3	This course examines the complexities and multiple issues involved in human resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCS 370	Organizational Behavior	3	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design. This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.

HCS 380	Health Care Accounting	3	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	Health Care Finance	3	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCS 412	Project Management for Health Care Professionals	3	This course provides foundational project management skills used within a variety of health care settings. Topics include project scoping, time estimating, budgeting, and controlling to improve outcomes, streamline processes, and increase efficiencies for health care managers.
HCS 430	Legal Issues in Health Care: Regulation and Compliance	3	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed. ***Updated Description 3/1/04*** This course covers the broad range of topics affected by health law and regulation ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well as their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 433	Dimensions of Health and the Older Adult	3	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.
HCS 446	Facility Planning	3	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, as well as examine the regulatory compliance requirements.
HCS 449	Health Administration Capstone	3	Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the health care environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
HCS 451	Health Care Quality Management and Outcomes Analysis	3	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

HCS 455	Health Care Policy: The Past and the Future	3	This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.
HCS 456	Risk Management	3	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.
HCS 457	Public and Community Health	3	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model, students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 465	Health Care Research Utilization	3	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition, students will analyze the key elements of evidence-based research within health care.

HCS 468	Regulatory and Compliance within the Health Care Industry	3	This course focuses on regulatory and compliance issues within the health care industry. Topics include health care regulatory agencies, the impact of compliance on the operations of health care delivery, and health care laws. The course will also examine current health care policies and the implications for regulatory compliance.
HCS 472	Marketing in the Health Care Industry	3	In this course students will examine current marketing trends used within the health care industry. Students will focus on a variety of marketing strategies required by health care managers to promote programs, products and services to health care consumers.
HCS 475	Leadership and Performance Development	3	This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process, as well as examine and analyze effective performance indicators for staff and organizational goals.
HCS 483	Health Care Information Systems	3	This course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 487	Technology and Systems Approach for Health Care Managers	3	The course examines the integration of technology used within health care systems. Students will focus on the processes used in the selection, implementation, and evaluation of health information systems. Emphasis on methods used by health care managers to make informed business decisions related to the application and use of technology within the health care industry will be covered.
HCS 490	Health Care Consumer - Trends and Marketing	3	In this course, students will have the opportunity to examine the traits, trends, and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services, and differentiation of health care web sources.
HCS 493	Data Analytics for Health Care Managers	3	This course focuses on the use of data analytics for health care managers. Emphasis will be on data collection, tools, and strategies related to the use of data to improve health outcomes. Students will manage, analyze, and interpret data to identify areas for continuous system improvement.
HCS 498	Strategic Decision Making for Health Care Managers	3	This capstone course examines the techniques of strategic planning for decision making in the health care industry. Students will be required to demonstrate mastery of Program Student Learning Outcomes through the strategic planning process by formulating strategic decisions to manage within various health care environments.

HCS 499	Health Care Strategy Capstone	3	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.
HCS 504	Introduction to Graduate Study in Health Sciences/Nursing	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Topics include program standards and objectives; graduate-level oral and written communication; locating, evaluating, and citing scholarly resources; and purposes and use of portfolios.
HCS 529	Contemporary Health Care Facility Design	3	This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.
HCS 542	Health Care Research	3	This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.

HCS 565	Organization and Management of Aging Services	3	This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.
HCS 567	Entrepreneurship in Health Care	3	This course will set up the context of entrepreneurship and new business development, examining the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 577	Financial Management in Health Care	3	This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analysis. The course provides students with experience in capital and operating budgets, and financial forecasts.
HCS 589	Health Care Strategic Management	3	This is the capstone course for the graduate health care programs. The development and presentation of a health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, and regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

HEA 711	History and Philosophy of Higher Education	3	This course introduces and examines the major features of the financial functions operative within various types of higher education institutions. The financial functions of various types and sizes of post-secondary institutions will be presented. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: public and private, non-profit and for-profit entities; small, medium, and large entities; urban, suburban, and rural entities; and unionized and non-unionized entities. In each case, traditional, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed. Traditional, new, and emerging administrative practices being utilized by financial managers to control the economic dynamics engendered by various combinations of the above variables will be discussed.
HEA 712	Higher Education Law, Policy and the Regulatory Environment	3	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.
HEA 713	Higher Education Economics, Finance and Strategic Planning	3	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.
HEA 721	Organizational Theory, Innovation and Change Management	3	In this course, students will analyze the factors that have resulted in contemporary innovative changes in higher education. The course will focus on leadership influences in the evaluation and application of change management models, strategies, and tactics that promote effective institutional innovation.

HEA 722	Academic and Student Affairs Administration	3	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 731	Student Development, Adult Education, and Student Diversity	3	This course will provide an understanding of traditional, non-traditional and diverse students in higher education through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to student development.
HEA 732	Curriculum Development, Assessment, and Program Evaluation	3	In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.
HEA 733	Global Models and International Issues in Higher Education	3	This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated. International governance structures and accreditation processes will be analyzed and compared. Current international issues in higher education will also be explored.

HINF 500	Informatics for Health Administration	3	This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.
HINF 510	The Systems Life Cycle	3	This course will focus on the systems life cycle in the context of selection, implementation, and integration of information systems across the health sector. Topics include performing interoperability assessments, determining key elements of data system designs, planning for end-user training and support, and securing buy-in from stakeholders.
HINF 520	Data Management and Design in Health Administration	3	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.
HIS 110CA	U.S. History to 1865	3	This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America's colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes/consequences of the Civil War.

HIS 210	AZ Constitution	3	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 301	United States Constitution	3	This course is an introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and the Court's evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, and the issues of slavery and civil rights as seen through major court decisions.
HIS 305	California State History	3	This course provides students with the political, economic, and social history of California. Topics include pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.
HIS 311	Nevada and U.S. Constitution	3	This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.

HIS 335	Europe and the World Wars	3	This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.
HIS 341	Ancient Worlds	3	This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.
HIS 356	The History of Africa	3	This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.
HIS 510	AZ Constitution	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.

HIS 511	U.S. Constitution	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 514	AZ Constitution	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 516	U.S. Constitution	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 518	U.S. Constitution	2	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.

HIT 300	Introduction to Health Information Technology	3	This course provides an overview of the history of health information technology in the United States. The student is introduced to the various forms of technology resources commonly found in private and public health sectors. This includes the historic application of information technology resources to healthcare.
HIT 350	Health Information Systems Support	3	This course covers computer systems and the role of IT support in today's health care environment. This includes the installation and maintenance of Health IT Systems relating to hardware, software, programming, database management, and telecommunications.
HIT 450	Implementation and Management of Health Information Systems	3	This course covers IT project management knowledge utilized in health care business operations. Coursework explores the application of technology planning, management, and leadership skills for working in Health Information Systems environments.
HLTH 510	Health and Nutrition for Educators	3	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.

HM 370	Hospitality Management	3	This course provides an overview of the advanced concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of hospitality while examining operations, security, maintenance, and managerial challenges and responsibilities within the industry.
HM 475	Hospitality Decision Analysis	3	This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, evaluate financial data for decision-making, and develop sales and marketing strategies for a hospitality organization.
HM 482	Hospitality Analytics for Decision Making	3	This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).
HPE 270	Physical Education and Health for Educators	3	This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.

HPE 540	Teaching and Learning in Health Professions Education	3	This course focuses on selecting and developing teaching strategies to facilitate student learning in health professions education contexts. Principles of adult learning provide the basis for developing and utilizing effective methods for different student learning styles and instruction modalities.
HPE 544	Curriculum Development in Health Professions Contexts	3	This course will focus on health administration curriculum design in higher education and/or corporate settings. The learner will propose a program concept, develop its mission and vision, and create its program and course objectives. Topics also include the ADDIE model, curriculum mapping, and implementation plans.
HPE 549	Evaluation and Assessment Methodologies	3	This course will focus on best practice strategies for assessment and evaluation of health professions education programs. Rubric creation and collection and utilization of program/course feedback in higher education and corporate settings will be discussed.
HRM 300	Fundamentals of Human Resource Management	3	This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 300T	Fundamentals of Human Resource Management	3	This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 310	Change Management	3	This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.
HRM 324	Total Compensation	3	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 324T	Total Compensation	3	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 326	Employee Development	3	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the importance training and development have on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 326T	Employee Development	3	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the importance training and development have on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 350	International Human Resource Management	3	This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.
HRM 420	Human Resource Risk Management	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 420T	Human Resource Risk Management	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.
HRM 498	Strategic Human Resource Management and Emerging Issues	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 498T	Strategic Human Resource Management and Emerging Issues	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 546	Human Resource Law	3	This course prepares human resource managers to comply with human resource laws and regulations. Other topics include: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, employee grievances, and workplace safety.

HRM 548	Recruitment and Retention Practices	3	This course prepares students to evaluate and develop a workforce to attain organizational goals. Students will learn to develop strategies to attract and retain the best employees. Other topics include workforce planning and assessment, relocation practices, negotiation, employment policies, and total compensation practices.
HRM 552	Organizational Training and Development	3	This course applies development and training concepts to enhance organizational performance. Other topics include change management, employee relations, organizational development theories and applications, and performance analysis.
HRM 558	Research in Human Resource Management	3	This course applies research and data analytics to human resource functions. Topics include forecasting, interviewing, training program analysis, job evaluation methods, and external labor market analysis.
HRM 595	Human Resource Capstone Course	3	This capstone course applies human resource concepts to improve organizational effectiveness through the development of a human resource plan. Other topics include the strategic alignment of human resource management, professional development, leadership training, forecasting HR needs, gap analysis, change management needs, HR tools and technologies, training and development, and data analysis.

HRM PA533	Human Capital Development in the Public Sector	3	This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic, union management relations, employee/employer relations.
HRM PA534	Human Capital Development in Public Administration	3	This course prepares students to apply human capital development concepts in public administration. Students will create plans for managing human capital in public administration. The application of recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, public service ethics, collective bargaining, employee/employer relations applied within government & non-profit entities will be analyzed.
HS 205	Human Service Helping Process and Self-Care	3	This course overviews the foundations of Human Services as the field applies to community assistance and support. Students will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying client needs and improving helping skills. Students will also examine techniques of self-care and support for the human service worker. These topics will include crisis and shock techniques, stress management, and internalization prevention of the human service professionals.
HS 225	Introduction to Case Management and Helping Strategies	3	This course provides an introduction to the dynamic and fast-paced area of case management. Understanding the roles, responsibilities, and the planning required in successfully managing client cases are the key themes of this course. Students will examine many phases of client cases, starting with obtaining information and progressing to implementing and monitoring client action plans.

HS 235	Public Policy, Social Welfare, and Research	3	This course explores research and information gathering methods needed to assess communities, public policy and social welfare. The tenets of public policy are explored and relationships are extrapolated based on systems of welfare, and the real-world context of meeting the needs of communities. Students examine historical perspectives of welfare systems, and basis for use in public policy. (3 credits)
HS 245	Fundamentals of Working with People	3	This course is designed to build a general overview of how to work with people. A correlation between life, family, goals, and losses is folded into the concept of working with people. This course explores the understanding of people from a high level overview, to a foundational level of how they can be helped. Key factors are unlocked including, race, gender, social class, religious contexts and ability to achieve. The role and structure of families is explored. Emphasis is placed on how to connect people in need to services available. Students will also have an opportunity to reflect on their own biases and develop methods to avoid bias while working with people in need.
HS 255	Human Service Capstone Course	3	This course is a culmination of the human services program content, integrating students' education and experiences from previous courses. Using authentic contexts, students will demonstrate their skill as human service professionals. Additionally, students will construct a portfolio which includes a personal philosophy statement on their desire to work in human services and a self-reflection on their professional goals.
HSN 301	Pharmacological Interventions I	3	This course examines the registered nurse's role in medication management, reconciliation, education, and safety.

HSN 311	Pharmacological Interventions II	3	This course builds on the knowledge and skills acquired in Pharmacological Interventions I. Complex patients, genetics and genomics, and the use of complementary and alternative medications are examined.
HSN 376	Health Information Technology for Nursing	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSN 470	Health Policy, Law, and Ethics	3	This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues to the RN generalist role. Students will analyze legislative impact on nursing practice, ethical issues, ANA Code of Ethics and regulatory governance.
HSN 476	Healthcare Policy and Financial Management	3	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.

HSN 525	Research Methodologies for the Nurse Administrator	4	This course focuses on the nurse administrator's role in overseeing the application of nursing research in diverse health care settings. A key focus is utilizing research to improve patient outcomes. Topics include research methodologies, processes for population-based research, and evidence-based practice. This course requires 20 hours of practicum.
HSN 555	Human Resources in Health Care	3	This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of practicum.
HSN 560	Organizational Systems and Informatics	3	This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of practicum.
HSN 565	Organizational Change and Negotiation	3	The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of practicum.

HSN 570	Financial Resource Management	3	This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of practicum.
HSN 575	Quality Management and Outcomes	4	This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of practicum.
HSNCB 376	Health Information Technology for Nursing	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HST 155	U. S. History to 1865	3	This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

HST 165	U. S. History 1865 to 1945	3	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	The American Experience Since 1945	3	This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying a historical perspective to analyze contemporary issues.
HST 206	Latin America	3	This course provides an overview of the history of Latin America. Topics include politics, economic development, international relations, and cultural development.
HST 275	Global Civilizations to 1500	3	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.

HST 276	Global Civilizations Since 1500	3	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HST 320	History Research Methods	3	This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.
HST 409	American Revolution	3	This course examines the American Revolutionary period from 1763 to 1789. Emphasis will be given to the causes of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans. The course will conclude with the development of the Constitution as closure of the revolutionary era. Topics in this course will address aspects of the political, economic, social, and cultural history of the American Revolution.
HST 498	History Capstone	3	This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.

HTT 201	Introduction to Hospitality	3	This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, food service, and lodging industries.
HTT 211	Hospitality, Travel, and Tourism, Supervision	3	This course introduces the tourism industry and its major components as well as a focus in hospitality supervisory skills. It covers current issues in tourism and their effects on the hospitality industry as a whole, including economic, political, and cultural forces, and quality of life effects on host locals. Career opportunities within travel and tourism are also discussed.
HTT 221	IT in Hospitality	3	This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.
HTT 231	Finance for Hospitality Professionals	3	This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.

HTT 241	Food and Beverage Management	3	This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.
HTT 251	Hospitality Operations	3	This course studies hospitality operations through the lens of the hotel and lodging industry and covers its history, growth, development, and future direction. Topics include front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines the importance of guest service operations and a review of career opportunities in lodging and resorts.
HUM 105	World Mythology	3	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUM 115	Critical Thinking in Everyday Life	3	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.

HUM 150	Introduction to Film Studies	3	Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.
HUM 186	Media Influences on American Culture	3	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the United States and around the world.
HUM 300	The Global Village	1	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.
HUM 375CA	Integrative Studies	3	This course introduces students to the concept of integrative studies by acknowledging the depth of separate disciplines and their interrelationships, modes of inquiry, and the use of thematic relationships and connections between subject areas in teaching and learning. Emphasis is placed on the historical development of interdisciplinary inquiry, processes for developing integrated themes including learning styles and resources, and the criteria for implementing a theme study for the content-specific multiple subject classroom.

IM 300	Data Organization Architecture	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
IM 305	Data Modeling	3	This course provides an in-depth look at several intermediate design and architecture concepts. The course outlines the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.
IM 310	Data Analytics and Modeling	3	This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, several schemas that drive how data is structured, and provide other database concepts relating to the design and architecture of data.
IOP 455	Professional Ethics	3	This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision- making. Students will analyze case studies related to these issues.

IOP 460	Organizational Cultures	3	This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.
IOP 470	Group Dynamics	3	This course is designed to give students an understanding of group dynamics and small group processes. Topics explored include power, perception, motivation, leadership, decision-making, and team-building. The learning team concept will be utilized to examine many concepts of group dynamics in an organizational setting.
IOP 480	Assessment Tools for Organizations	3	This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Some assessment which will be covered in this course include DISC and 360 Evaluation. Analyses of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization. Exploration in talent management, organizational, cultural, and leadership assessments will be used in various assignments to assess student learning.
IOP 490	Capstone Project	3	This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.

ISCOM 361	Purchasing and Procurement	3	This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and the supply chain interdependencies. Students will address procurement from strategic, tactical, and operational perspectives.
ISCOM 370	Strategic Supply Chain Management	3	This course will provide a brief overview of supply chains and an in-depth perspective on strategic supply chain management. This course focuses on the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve sustainable competitive advantages locally and globally.
ISCOM 374	Integrated Logistics Management	3	This course prepares students to strategically plan, implement, optimize and control the efficient and effective flow and storage of goods, services, and related information from a point-of-origin to a point-of-consumption. This course also focuses on the total systematic approach of transportation, inventory management, warehousing, and customer services.
ISCOM 383	Global Value Chain Management	3	This course describes the global value chain network and interactions between buyers and sellers in an international business environment. This course explores the impact of globalization, security, economics, and culture on successful value chains.

ISCOM 386	Service Operations Management	3	The course presents structured techniques for providing and evaluating operating efficiency and effectiveness in the hospitality industry. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, cost control, service expectations, project management, service training, performance evaluation, and analysis of guest feedback.
ISCOM 472	Lean Enterprise	3	This course provides a lean enterprise / operational excellence process improvement overview and company best practices implementation. Both manufacturing and services / office environment will be explored to address fundamental improvement practices. Problem solving, business flowcharting, process performance data collection and analysis, and the removal activities determined as wasteful or non-essential are explored.
ISCOM 476	Integrated Supply Chain Applications	3	This course introduces students to the importance of a strategic plan and its interaction with and impact on supply chain applications. Students will be exposed to the processes of supply change creation and improvement and, as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.
ISCOM 480	Supply Chain Management Capstone	3	This supply chain management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address supply chain management challenges. Students will develop a plan for adding value to the management of the supply chain by focusing on logistics, purchasing, quality processes, and ethical and global considerations.

IST 710	Foundations of Information Systems Management	3	This course surveys several major content areas of information systems and technology management that will be examined at various organizational levels later in the Information Systems and Technology focus area of the Doctor of Management program. The major content areas (sub-domains) surveyed in this course include: systems; networking, the World Wide Web, and cloud computing; the concepts of data, information, knowledge, and wisdom (DIKW); and security and privacy. Upon completion of this course, the learners will be prepared to research, analyze, and define unique management considerations of each sub-domain as it affects various organization levels.
IST 722	Information Technology for Teams	3	Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied to teams. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from effective leadership and management of teams, practices and techniques to enable effective team collaboration and organizational learning, and current and future developments in information technology to improve team performance. Upon completion of this course, learners will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723	Departmental Information Systems	3	This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.
IST 724	Organizational Information Systems Management	3	This course builds on foundational Information Systems and Technology (IST) concepts, management, and models introduced in IST/710 and other Doctor of Management (DM) courses and offers the opportunity to view and apply them at the organizational level. As the second course in the IST focus area of the DM program, IST/724 is precursor to coursework that will broaden beyond the organization to the global setting and finally into the realm of leading IS architecture and implementation. The major content areas (sub-domains) included in this course are: complexities of IT and of organizations; alignment of IT to the organization; and teams, models, and organizational effectiveness. At this level of learning (and management), the subjects are intertwined. Course readings are geared more to a balance every week within the scope of the course than to a strict adherence to that week's major topic. Upon completion of this course, the learners will be prepared to define and analyze issues related to the management and support of information systems and technology necessary to align to and support organizational objectives.

IST 731	Partnership and Industry Information Systems	3	This course extends the learning from previous intracompany relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IST domains that must be considered when developing partnerships and common industry relationships.
IST 732	Global Information Systems Management	3	This course extends the examination of the IST domains studied throughout the program to the global level. Learners will examine the application of the IST domains in the setting of a global economy and international business environment. Learners will be prepared to define the common information system (IS) management approaches for the development of business systems that can support global information systems requirements.
IST 733	Information Systems Management Architecture	3	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.
IT 200	Digital Skills for the 21st Century	3	Digital Skills for the 21st Century is a course focused on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls, and harness them to their advantage; those who can't are left behind with competitive disadvantages. Today's workforce needs to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course include cloud computing, unified communication platforms, cyber security, social media, and mobile computing.

JRN 310	Introduction to Journalism	3	This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
JRN 320	Research for Journalism	3	This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.
JRN 330	Journalistic Writing I	3	This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current styles. Differences will be identified in writing for various audiences for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.
JRN 340	Journalistic Writing II	3	This course focuses on the application of the diverse journalistic writing techniques used in today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.

JRN 350	Controversial Issues in Journalism	3	This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 360	Storytelling: A Multimedia Approach	3	This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.
LAW 531	Business Law	3	This course prepares students to evaluate the legal risks associated with business activity. Students develop methods to manage an organization's legal obligations. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW 531T	Business Law	3	This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.

LAW PA513	Law and Public Administration	3	This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
LCO 336	Organizational Communication Theory	3	This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.
LCO 348	Advanced Group Communication and Leadership	3	This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task-oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.
LCO 465	Conflict Management	3	This course will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.

LCO 480	Social Media and the Organization	3	This course will focus on the strategic implementation of social media tools as they relate to a firm's integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.
LDR 300	Innovative Leadership	3	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 300T	Innovative Leadership	3	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 305	Foundations of Leadership	3	This course provides an overview of leadership theories, models, and principles. Students will gain insight into effective leadership attributes, leadership styles, organizational vision, corporate responsibility, and ethical practices.

LDR 305T	Foundations of Leadership	3	This course provides an overview of leadership theories, models, and principles. Students will gain insight into effective leadership attributes, leadership styles, organizational vision, corporate responsibility, and ethical practices.
LDR 306	Organizational Leadership: Building a Performance Culture	3	In this course, students will examine practices used to engage, inspire, and successfully lead people and organizations, with a focus on motivation, behavioral management, employee development and empowerment, diversity, culture, and performance improvement.
LDR 306T	Organizational Leadership: Building a Performance Culture	3	In this course, students will examine practices used to engage, inspire, and successfully lead people and organizations, with a focus on motivation, behavioral management, employee development and empowerment, diversity, culture, and performance improvement.
LDR 307	Leadership Strategy and Decision Making	3	Effective decision making takes a variety of perspectives and information into account, using reliable sources and reasoned approaches in support of an overall strategy. This course investigates business tactics and problem-solving techniques used in long- and short-term planning, organizational governance, innovation and creative disruption, and efficiency improvement. Topics include business model analysis and design, resource allocation, quality enhancement, contingency planning, and entrepreneurship.

LDR 307T	Leadership Strategy and Decision Making	3	Effective decision making takes a variety of perspectives and information into account, using reliable sources and reasoned approaches in support of an overall strategy. This course investigates business tactics and problem-solving techniques used in long- and short-term planning, organizational governance, innovation and creative disruption, and efficiency improvement. Topics include business model analysis and design, resource allocation, quality enhancement, contingency planning, and entrepreneurship.
LDR 308	Communication Strategies for Leaders	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.
LDR 308T	Communication Strategies for Leaders	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.
LDR 309	Leading Through Change	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.

LDR 309T	Leading Through Change	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.
LDR 310	Applied Leadership Capstone	3	The applied leadership capstone provides students with an opportunity to integrate content from throughout the program and demonstrate vital leadership principles and skills.
LDR 310T	Applied Leadership Capstone	3	The applied leadership capstone provides students with an opportunity to integrate content from throughout the program and demonstrate vital leadership principles and skills.
LDR 320	Inclusive Leadership: Diversity in the Workplace	3	This course provides students with an overview of inclusive leadership practices used to effectively manage and motivate employees, with a focus on cultural awareness, workplace diversity, intercultural communication strategies, change management, employee development and empowerment, and performance improvement.

LDR 320T	Inclusive Leadership: Diversity in the Workplace	3	This course provides students with an overview of inclusive leadership practices used to effectively manage and motivate employees, with a focus on cultural awareness, workplace diversity, intercultural communication strategies, change management, employee development and empowerment, and performance improvement.
LDR 535	Leading Change	3	This course applies leadership concepts to create organizational change. Students will create a plan to lead an organizational change in which they have no direct authority over necessary decisions. Other topics include leadership theories, organizational theory, levels of organizational change, and transformation leadership.
LDR 711A	Leadership Theory and Practice	3	In this course, students explore the theoretical and applications-based fundamentals of leadership to advance their skills and knowledge as scholar-practitioner-leaders.
LDR 721	Ethical Leadership and the Legal Landscape	3	This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.

LDR 722	Ethical Leadership and the Law in the Global Environment	3	This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.
LDR 726	The Dynamics of Group and Team Leadership	3	This course prepares learners to use advanced leadership strategies for leading teams, group communications, team building, and coaching skills to attain organizational objectives. Learners explore team and group dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731	Contemporary Issues in Leadership	3	This course explores leadership strategies and issues focusing on a changing workforce, short and long-term directions, decision-making, and performance expectations leading towards a sustainable and profitable organization. The focus is on business results that encompass organizational development and issues driving and implementing organizational change.
LDR 736	Architecture of Leadership	3	This course exposes students to historical and emerging leadership theories to enable them to develop their own individual leadership style to effectively lead in an unpredictable and rapidly changing environment. The course emphasizes the importance of leadership decision-making and maintains a strong future forward orientation in attaining organizational goals and achieving performance excellence.

LDRCB 535	Leading Change	3	<p>This course applies leadership concepts to create organizational change that increases value for stakeholders. Topics include leadership theories, organizational development approaches, servant leadership, and transformation leadership. Students will create a plan to lead an organizational change in which they have no direct authority.</p> <p>Competency 7: The student will assess leadership theories and approaches to support organizational change.</p> <p>Competency 8: The student will assess organizational culture to improve alignment between the culture, mission, vision, values, and strategies.</p> <p>Competency 9: The student will develop strategies and tactics to implement positive organizational change.</p>
LIT 235	Survey of English Literature to 1798	3	<p>This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A range of works, genres, movements, and cultural narratives will be explored.</p>
LIT 245	Survey of English Literature Since 1798	3	<p>This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A range of works, genres, movements, and cultural narratives will be explored.</p>
LIT 255	Survey of American Literature to 1860	3	<p>This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A range of works, genres, movements, and cultural narratives will be explored.</p>

LIT 265	Survey of American Literature Since 1860	3	This course is a survey of American Literature since 1860.
LIT 304	Shakespeare	3	This course will focus on Shakespearean literature and will cover significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	Major American Novel	3	This course examines the American novel through major genres and authors.
LIT 330	Modern Poetry	3	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.

LIT 375	Literary Theory and Criticism	3	This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.
LIT 410	Literature of the Fantastic	3	This course examines the genre of science fiction and fantasy through notable authors and works.
LSM 404	Introduction to Lifespan Management	3	This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.
LSM 412	Management within the Lifespan Industry	3	This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.

LSM 417	Regulations in Lifespan Management	3	This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.
LSM 423	Financial Strategies for Lifespan Management	3	This course provides students with a focus on the financing and reimbursement of lifespan management. Course content will focus on financial strategies to support environments for lifespan populations. Students will also learn about various payers and reimbursement practices that impact the management of lifespan services.
LSM 429	Lifespan Management Capstone	3	This course is the capstone for the lifespan management content where students apply management, financial, and regulatory strategies to demonstrate industry aligned competencies. Students will explore personal and professional career goals within the lifespan management industry.
LTC 310	Social and Community Related Programs and Services	3	This course provides an overview of programs and products related to our rapidly expanding long-term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.

MBL 400	Mobile Fundamentals	3	This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML5, CSS, and JavaScript® languages for mobile devices. On completion, participants will be able to plan, design, and create simple mobile applications.
MBL 402	Android Mobile Development	3	This course will cover the basics of coding for the Android™ platform. Topics include use of the Android™ APIs, persistent data retrieval and storage, testing, and publishing. On completion of the course, participants will be able to develop, test, debug, and publish working mobile applications.
MBL 404	Android Mobile Implementation	3	This course will continue to build on the fundamentals covered in Android Mobile Development I. Topics include services, multithreading, networking and publishing. Upon completion of the course, participants will be able to both develop useful mobile applications and implement effective testing and deployment strategies.
MBL 406	iOS Mobile Development	3	This course will cover the basics of iOS programming. Topics include Swift programming language, persistent data retrieval; and storage, testing, and publishing. On completion of the course, students will be able to develop, test, debug, and publish working mobile applications.

MBL 408	IOS Mobile Implementation	3	This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include web services, media, gaming, data integration, security, and distribution. Upon completion of the course, participants will be able to develop sophisticated mobile applications and distribute as well as monetize these apps.
MFCC 537	Child and Adolescent Counseling	3	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behaviors and learning problems are explored.
MFCC 551CA	Legal and Ethical Issues in Marriage and Family Therapy	3	This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.
MFCC 556	Family Systems Theory	3	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.

MFCC 561	Family Interventions	3	This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.
MFCC 566	Advanced Marriage and Family Therapy	3	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 567	Seminar in Marriage and Family Counseling	3	In this course, students will be required to apply marriage and family counseling theory, along with therapy skills acquired throughout the program. Students will gain a deeper understanding of working with diverse families, families in transition, families with mental health issues, families facing crisis and trauma, along with current trends in marriage and family counseling.
MFCC 591	Pre-Practicum in Marriage and Family Counseling	3	This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.

MFCC 591O	Orientation to Practicum in Marriage and Family Counseling	0	This course is an orientation to the pre- practicum and practicum courses.
MFCC 592	Practicum	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
MFCC 597A	Internship A	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597B	Internship B	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 597C	Internship	3	Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.
MFCC 599A	Practicum in Marriage and Family Counseling A	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 599B	Practicum in Marriage and Family Counseling B	3	Practicum in Marriage and Family Counseling is a 600-hour clinical experience required of all MSC students. The practicum is divided into two 300-hour sections, each lasting 15 weeks (Nevada has three 200-hour sections). The practicum experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
MFCC 599C	Practicum in Marriage and Family Counseling C	3	Practicum in Marriage and Family Counseling is a 600-hour clinical experience required of all MSC students. The practicum is divided into two 300-hour sections, each lasting 15 weeks (Nevada has three 200-hour sections). The practicum experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

MGT 230	Management Theory and Practice	3	This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.
MGT 312	Organizational Behavior for Managers	3	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, and describe the relationship between job satisfaction and job performance, and the relationship between the human resource function and organizational development.
MGT 312T	Organizational Behavior for Managers	3	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 314	Hospitality Entrepreneurship	3	This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.

MGT 316	Managing with a Global Mindset	3	In this course, students will examine primary business functions, economic systems, operational processes, and decision-making principles used to effectively manage business operations.
MGT 316T	Managing with a Global Mindset	3	In this course, students will examine primary business functions, economic systems, operational processes, and decision-making principles used to effectively manage business operations.
MGT 330	Management Theory, Practice, and Application	3	This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.
MGT 362	Change Management and Implementation	3	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.

MGT 362T	Change Management and Implementation	3	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.
MGT 401	Small Business: Structure, Planning, Funding	3	This course provides an overview of the small business from concept through funding. Emphasis on designing a competitive business model, crafting the business plan, forms of ownership, and exploring funding options.
MGT 411	Innovative and Creative Business Thinking	3	This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects span theory and practice and draw upon examples from multiple industry sectors.
MGT 418	Evaluating New Business Opportunities	3	This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

MGT 420	Managing Quality in the Supply Chain	3	This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.
MGT 434	Employment Law	3	This course provides an overview of federal statutes and state-regulated areas that affect the personnel function. Among topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
MGT 434T	Employment Law	3	This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
MGT 445	Organizational Negotiations	3	This course provides an overview of negotiations in an organizational setting. Students learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students also examine conflict management techniques and emerging negotiation trends in globalization and technology.

MGT 448	Global Business Strategies	3	The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.
MGT 465	Small Business and Entrepreneurial Planning	3	This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include a strategic application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting the business plan to the realistic needs of a small business owner and entrepreneur.
MGT 498	Strategic Management	3	This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan. Special emphasis is placed on business ethics, sustainability, innovation, and the legal environment of business.
MGT 526	Managing in a Changing Environment	3	This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine fast-paced changes including evolving demographics and emerging technologies and how they relate to innovative talent management, leadership, and managerial responses to addressing future organizational challenges.

MGT 527	Consulting	3	This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.
MGT 538	Managing in a Cross-Cultural Environment	3	This course prepares students on how to manage across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and inclusion within a cross-border organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.
MGT 576	Opportunity Evaluation and Value Creation	3	This course examines the processes of identifying, exploring, and exploiting opportunities for value creation-economic, social and/or environmental value. Students will learn how to create value within a large organization or entrepreneurial venture, a critical skill enabling entrepreneurial thinking. Students will gain exposure to strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.
MGT 598	Consulting Project	3	This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.

MGT 711	Strategic Opportunities in an Internet-Based Global Economy	3	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing business and management models, assessing geopolitical and economic factors that influence business strategy, and decision making in a global environment.
MGT 716	Management Philosophies	3	Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.
MGT 721	Managing the Risks in a Global Environment	3	This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.
MGT 726	Emerging Managerial Practices	3	Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.

MGTCB 526	Managing in a Changing Environment	3	<p>This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine fast-paced changes including evolving demographics and emerging technologies and how they relate to innovative talent management, leadership, and managerial responses to addressing future organizational challenges.</p> <p>Competency 1: The student will analyze the needs of organizations within a changing global business environment.</p> <p>Competency 2: The student will align operational needs with business strategies.</p> <p>Competency 3: The student will explain how evolving demographics and emerging technologies transform organizations.</p>
MGTCB 576	Opportunity Evaluation and Value Creation	3	<p>This course examines the processes of identifying, exploring, and exploiting opportunities for value. You will learn how to create value within a large organization or entrepreneurial venture. This is a critical skill enabling entrepreneurial thinking. You will be exposed to different types of strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.</p> <p>Competency 28: The student will evaluate opportunities to add economic, social, and environmental value for an organization.</p> <p>Competency 29: The student will evaluate competitive advantages and value-creating opportunities for organizations.</p> <p>Competency 30: The student will develop a value-creation strategy for an organization.</p>
MHA 505	Systems Thinking in Health Care Environments	3	<p>The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.</p>
MHA 506	Ethical Marketing: the New Health Care Economics	3	<p>The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.</p>

MHA 507	Leveraging Informatics in the Health Sector	3	The learner will determine how best to "tell the story" by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking.
MHA 508	Navigating the Regulatory Environment in Health Care	3	The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures within organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action.
MHA 515	Scanning the Health Sector as an Industry Expert	3	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts.
MHA 516	Operating in Structure: Health Sector Policy and Governance	3	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organizations, and the importance of risk-based policy and governance models in the health sector.

MHA 520	Sector Stakeholders: Identifying and Cultivating Alliances	3	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization.
MHA 542	Leading with Authenticity in the Health Sector	3	The learner will begin to exemplify the traits of authentic and adaptive leadership in the context of the health sector. Topics include leading in complex environments (transparency, vulnerability, and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and meaningful collaboration.
MHA 543	Tackling the Talent War in the Health Sector	3	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and engagement.
MHA 560	Creating a Sustainable Legacy: Healthy Communities	3	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.

MHA 598	Leveraging Results to Build Brand in the Health Sector	3	Learners will examine strategies for successfully elevating the role of the health care organization through a well-defined "brand". Topics will include brand-as-promise, brand-as-experience, and brand-as-emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.
MHA 599	Capstone: Leading the Organization Through Change	3	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.
MKT 310	Personal Selling	3	This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.
MKT 320	Business-to-Business Sales Management	3	This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.

MKT 360	Sales Force Management	3	This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.
MKT 421	Marketing	3	This course develops an understanding of the complexities public and private organizations face in developing, establishing, and implementing marketing strategies in both domestic and international markets. Areas of study include basic marketing concepts, marketing research, consumer behavior, branding, products/services, pricing, distribution channels, promotions, ethical marketing practices, global and multicultural marketing, and the technologies used throughout the marketing process.
MKT 421T	Marketing	3	This course develops an understanding of the complexities public and private organizations face in developing, establishing, and implementing marketing strategies in both domestic and international markets. Areas of study include: basic marketing concepts, marketing research, consumer behavior, branding, products/services, pricing, distribution channels, promotions, ethical marketing practices, global and multicultural marketing, and the technologies used throughout the marketing process.
MKT 431	Small Business Marketing	3	Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, developing effective pricing and advertising strategy.

MKT 435	Consumer Behavior	3	This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing strategy. Family and cultural factors that influence consumer behavior are considered as they relate to the development of marketing programs. Consumer decision-making processes are examined to develop marketing communications strategies. Tools are developed to measure the effect of consumer behavior theory in effective marketing strategies.
MKT 438	Public Relations	3	This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.
MKT 440	Fundamentals of Digital Marketing	3	This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.
MKT 441	Marketing Research	3	This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.

MKT 443	Social Media Marketing	3	The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.
MKT 444	Hospitality Marketing	3	This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer-relationships through marketing.
MKT 446	Search Engine Optimization	3	This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to perform a competitive analysis, create a keyword strategy, design a website architecture, create a page-level strategy, develop a content and social media strategy to enhance a website's ability to be found, and identify techniques and tools that enhance search results across user interfaces.
MKT 447	Advertising and Creative Strategy	3	This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.

MKT 448	Web Analytics for Digital Marketing	3	This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.
MKT 468	Customer Relationship Management	3	This course provides an overview of the sales management process, with an emphasis on the importance of developing the skills, attitudes, and thinking patterns needed in order to win customer satisfaction and loyalty. Specific behaviors, techniques, leadership styles, performance evaluation metrics, and future directions are provided to maximize professional success.
MKT 498	Integrated Marketing Strategy	3	This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.
MKT 544	Integrated Marketing Communications	3	This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

MKT 554	Consumer Behavior	3	This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.
MKT 562	Advanced International Marketing	3	This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.
MKT 574	Marketing: Social, Mobile, and Analytics	3	This course examines the marketing process, marketing research, product development innovation, pricing strategy, distribution, advertising and promotion, and strategic marketing issues. Special emphasis will be placed on the analytical and digital aspects of marketing management. Students will be able to apply industry knowledge to navigate digital marketing topics and evaluate impact.
MKT 575	Marketing Strategy	3	This course prepares students to manage the marketing process. Using creative problem-solving and decision-making skills, students will learn to identify market trends, prepare an industry analysis, and plan a marketing strategy to achieve organizational goals. Students will also become familiar with the concepts of consumer behavior, competitive advantage, branding, target market opportunities, and market differentiation and positioning.

MKT 578	Public Relations	3	This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations, promotion, public relations tools, publicity, and ethics.
MKT 593	Product Design and Development	3	In this content area capstone course, students design an innovative product or service that satisfies an unmet consumer need. Students use applied qualitative and quantitative research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, market research techniques, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.
MKT 711	Marketing and Managing the Customer Relationship	3	This course evaluates how organizations manage relationships with their customers and apply research-based marketing information to the development and marketing of products and services tailored to target customers. Topics include market segmentation, target marketing, delivering superior value, relationship marketing, ethics, and marketing strategy.
MKTCB 574	Marketing: Social, Mobile, and Analytics	3	<p>In this course, you learn to develop marketing strategies, consider how to communicate value to target markets, learn the importance of branding, and look at marketing through digital and social media lenses and the relevance of legacy marketing approaches. You will practice these concepts and apply them by creating your own strategic marketing plan. Your strategic marketing plan is an important preparation for your capstone course, where you will assemble a complete business plan.</p> <p>Competency 19: The student will develop marketing strategies to promote products and services.</p> <p>Competency 20: The student will evaluate marketing communications channels to attract buyers and increase customer loyalty.</p> <p>Competency 21: The student will analyze the role of market research and data analytics in marketing planning.</p>

MPA 503	Public Administration Institutions and Processes	3	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.
MPA 533	Leading Organizational Change in the Public Sector	3	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 534	Leading Organizational Change in Public Administration	3	This course prepares students to lead change in the public administration arena. Students will apply leadership change theories congruent to the unique role of shared decision-making between officials in public and non-profit environments. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 543	Data Analysis for Public Policy and Management	3	This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, posttesting, correlation, and forecasting.

MPA 553	Public Finance	3	This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 554	Finance in Public Administration	3	This course prepares students to apply the principles of economics to public administration. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include analyzing revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 563	Public Budgeting	3	In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.
MPA 564	Budgeting in Public Administration	3	In this course students learn the accounting and budgeting tools and theories used in public administration. Students will analyze the relationship between public policy and the budget process. Other topics include budgetary decision making, basics of government and not-for-profit fiscal management, reporting, capital and operating expenditures, and inter-period equity.

MPA 573	Program Evaluation	3	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.
MPA 583	Public Policy Planning and Implementation	3	This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy- making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy alternative evaluation, and stakeholder conflicts.
MPA 593	Public Administration Applied Project	3	Students will utilize knowledge learned in the entire MPA program to develop a comprehensive applied public sector policy and implementation plan. It is highly encouraged that students develop a current project in partnership with an actual public sector leader in their organization.
MPA TM543	Leveraging Technology in the Public Sector	3	This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.

MPA TM544	Leveraging Technology in Public Administration	3	This course prepares students to leverage technology in support of effective and efficient administration of government and non-profit entities. Students will apply technology concepts to enhance self-service tools and social media for citizens while providing data security and respecting privacy concerns. Other topics include accessibility, mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.
MPH 510	Public Health Professional Practice	3	This course examines the historical and chronological milestones of the field of public health; provides an overview of the goals and guidelines for public health practice through the next decade; provides an evaluation of ethical choices, values and professional practices implicit in public health decisions; considers the effect of public health choices on community stewardship and highlights equity, social justice and accountability in decision-making processes.
MPH 520	Social and Behavioral Aspects of Public Health	3	This course focuses on concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. It addresses the behavioral, social and cultural factors related to individual and population health over the life-time. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.
MPH 530	Epidemiology Concepts and Public Health Diseases	3	This course provides an introduction to the skills needed by public health professionals to critically interpret disease. The main concepts of this course will cover distributions and determinants of disease, disabilities, injury, and death in human populations. This course provides an opportunity for learners to apply epidemiology concepts to case studies.

MPH 540	Environmental and Occupational Health Management	3	This course provides a foundation to the ecological basis of health and disease. The application of the principles and framework of ecosystems in managing public health initiatives are addressed, including the social, biological, physical, and chemical factors that affect the health of organizations and communities. Hazardous agents found in occupational environments are reviewed for their potential health effects, and procedures for prevention of occupational illnesses and injuries are examined.
MPH 550	Public Health Statistics	3	This course focuses on the development and application of health statistics and reasoning; and will discuss methods of addressing, analyzing, and solving problems in public health. The collection, storage, retrieval, analysis and interpretation of health data, and the design and analysis of health-related surveys and experiments are central to the practice of health data analysis.
MPH 560	Public Health Systems and Services Administration	3	This course will introduce U.S. public health delivery systems and administration and management of these systems. Major components of administration and management principles within a health system or organization are examined, including the organization and financing of health care systems, access to health care, regulation and policy issues, and the health care workforce.
MPH 570	Public Health Policy and Leadership	3	This course examines public health approaches to improve health through policy change. Theoretical and practical applications of legislative advocacy in the area of health policy are explored, along with the implications of research on public health policy development. Learners will evaluate the collaborative efforts between community groups, institutions, and local and state-level governments to make sustainable changes for improved health outcomes.

MPH 600	Community Resiliency and Response Preparedness	3	This course examines the ability of a community to use its assets to strengthen public health and healthcare systems and to improve the community's physical, behavioral, and social health to withstand, adapt to, and recover from adversity. This course provides learners with opportunity to expand their knowledge beyond the traditional preparedness approach by creating actions that build readiness while also promoting strong community systems and addressing the many factors that contribute to health. Key preparedness activities are reinforced with resilience factors to improve everyday health, wellness, and community systems.
MPH 601	Public Health Promotion and Education	3	This course examines health education theories and practices. Learners are given opportunity to create goals and objectives and apply theories and models of instructional strategies. Learners will create units of instruction for community health settings and populations. Strategies that enhance health education and health promotion for special populations are emphasized.
MPH 602	Public Health Communication and Advocacy	3	This course is designed to provide learners with a critical understanding of the effects of media as a vehicle to promote and impede the achievement of public health goals. Learners will develop communication skills to use a variety of media strategies to advance public health policies and promote social change. Learners are provided with opportunity to advance their personal presentation and communication skills.
MPH 603	Race and Ethnicity Determinants of Health	3	This course examines how race, ethnicity, and health intersect; explores determining factors of health such as patterns in demography; social environmental factors such as social class, racial and spatial segregation; healthcare inequalities; and systemic racism in contributing to inequalities in health.

MPH 604	Special Topics in Public Health	3	This course provides learners with an opportunity to apply public health professional principles and models and create solutions for current and relevant public health topics.
MPH 680	Community Health Leadership Experience I	3	This course will provide learners with an opportunity to apply Community Health Leadership concentration competencies within a community health setting. In this first course of the two-part culminating project and practicum experience, students are required to complete a minimum 100 of the total 200 required hours of practicum work; submit a proposal of how the concentration competencies will be applied to their practicum experience; complete approval and tracking forms; complete a culminating project report.
MPH 690	Community Health Leadership Experience II	3	This course will provide learners with an opportunity to apply Community Health Leadership concentration competencies within a community health setting. In this second course of the two-part culminating project and practicum experience, students are required to complete the remaining of the total 200 required hours of practicum work; complete tracking forms; complete a final summary report of practicum experience; evaluation of practicum experience; PowerPoint presentation of practicum experience; and a culminating project summary to include how the learner will utilize the practicum experience as part of their community health leadership portfolio or as a presentation at a public health conference or meeting.
MTE 001	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the teacher education program. Students will be introduced to the program's progression and degree completion requirements. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.

MTE 501	The Art and Science of Teaching	2	This course introduces teaching as both an art and a science. Topics for discussion include a historical overview, basic philosophies, professionalism, legal or ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 503	Orientation to Alternative Pathway Certificate	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and the Student Teacher Performance Assessment will be discussed.
MTE 506	Child and Adolescent Development	2	This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 507	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

MTE 507CA	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 510	Professional Knowledge, Skills, and Dispositions	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
MTE 511	Child/Adolescent Growth, Development, and Learning	3	This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 512	Teaching the Exceptional Learner	3	This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.

MTE 513	Evaluation and Data Literacy	3	This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.
MTE 516	Foundations of the Professional Educator	3	This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and will explore basic philosophies, professionalism, and legal and ethical ramifications in education.
MTE 517	Technology Integration for Educators	3	This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.
MTE 518	Models, Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522	Maintaining an Effective Learning Climate	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 522CA	Maintaining an Effective Learning Climate for Elem Settings	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523	Maintaining an Effective Learning Climate	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and recordkeeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523CA	Maintaining an Effective Learning Climate	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and recordkeeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 528CA	Curriculum Constructs and Assessment: Visual Arts	3	This course explores the theory, application, and strategies of teaching the visual arts for the single subject teacher candidates. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact the arts. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
MTE 529	Reading and Phonological Theory	2	This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.
MTE 531	Curriculum Const & Assmt: History/Social Science	2	This course defines and provides a context for teaching and assessing K-8 students in the area of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.
MTE 533	Curriculum Constructs and Assessment: Science and Mathematics	4	This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534	Curriculum Const & Assmt: Visual and Performing Arts	2	This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
MTE 536	Children's Literature	3	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and assessment in reading. Methods for incorporating the use of children's literature in all content areas will also be examined.
MTE 537	Curriculum Const & Assmt: Physical Education and Health	2	This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.
MTE 541CA	Language Development for Secondary Settings	2	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English language learner (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MTE 551	Curriculum Constructs and Assessment: Physical Education	3	This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction. Participants will explore the integration of various resources and literacy into physical education and examine parent and community involvement.
MTE 556	Curr Constr & Assess: Distance Ed Methods for Sec Schools	3	This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 559	Curriculum Constructs and Assessment: Secondary Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
MTE 562	Assessment and Evaluation	3	This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

MTE 564CA	Curriculum Constructs and Assessment: Secondary Mathematics	3	This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction. Participants will explore the integration of various resources and literacy into mathematics and examine parent and community involvement.
MTE 566	Curriculum Const & Assmt: Secondary English/Language Arts	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 566CA	Curriculum Const & Assmt: Secondary English/Language Arts	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. Participants will explore the integration of various resources and literacy into language arts and examine parent and community involvement.
MTE 567	Curriculum Const & Assmt: Secondary History/Social Science	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 567CA	Curriculum Const & Assmt: Secondary History/Social Science	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. Participants will explore the integration of various resources and literacy into social studies and examine parent and community involvement.
MTE 569	Curriculum Constrcts and Assessment: Secondary Science	3	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MTE 569CA	Curriculum Constructs and Assessment: Secondary Science	3	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations. Participants will explore the integration of various resources and literacy into science and examine parent and community involvement.
MTE 583	Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

MTH 110	History of Mathematics	1	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.
MTH 210	Fundamentals of Geometry	3	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.
MTH 213	Mathematics for Elementary Educators I	3	This is the first course of a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214	Mathematics for Elementary Educators II	3	This is the second course in a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability, and data analysis.

MTH 215	Quantitative Reasoning I	3	Students apply advanced quantitative reasoning skills to solve real world problems. This course emphasizes modeling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 215T	Quantitative Reasoning I	3	Students apply advanced quantitative reasoning skills to solve real world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 216	Quantitative Reasoning II	3	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.
MTH 216T	Quantitative Reasoning II	3	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.

MTH 217	Statistics I	3	Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.
MTH 218	Statistics II	3	Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.
MTH 219	Introduction to College Algebra	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 219T	Introduction to College Algebra	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MTH 220	College Algebra	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MTH 220T	College Algebra	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MTH 221	Discrete Math for Information Technology	3	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
MTH 280	Calculus I	4	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.

MTH 290	Calculus II	4	This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums, and indefinite integrals, and apply these to real-life problems. The course concludes with the Fundamental Theorem of Calculus.
MTH 360	Linear Algebra	3	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.
MTH 380	Calculus III	3	This course builds on the concepts of presented in MTH/310 Calculus I and MTH/320 Calculus II. Students examine functions of more than one variable, curves in space, and Newtonian mechanics in three dimensions. Students explore partial derivatives and differentials as well as local and global extrema. In addition, students use differentiation techniques for functions of many variables.
MTH 463	Applied Statistics	3	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. In addition, this course examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 530	Linear Algebra	3	The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.
MTH 535	Geometry	3	This course is designed for students to demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system. Students will apply theorems to evaluate various problems, analyze the properties of figures, and formulate equations utilizing geometric foundations.
MTH 540	Statistics	3	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, terminology, the appropriate use of techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 575	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.

NRP 507	Advanced Pharmacology	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 507CA	Advanced Pharmacology	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 508	Health Policy and Role of the Advanced Practice Nurse	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 508CA	Health Policy and Role of the Advanced Practice Nurse	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.

NRP 511	Advanced Pathophysiology	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 511CA	Advanced Pathophysiology	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 513	Clinical Applications of Theory and Research	4	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.
NRP 513CA	Clinical Applications of Theory and Research	4	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.

NRP 516	Advanced Health Assessment	4	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for clients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.
NRP 531	Advanced Health Assessment I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 531CA	Advanced Health Assessment I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 540	Management of Pediatric and Adolescent Populations	5	This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.

NRP 543	Management of Pediatric and Adolescent Populations	4	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.
NRP 543CA	Management of Pediatric and Adolescent Populations	4	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.
NRP 545A	Adult and Geriatric Management	4	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine, and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 545B	Adult and Geriatric Management	4	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 552	Clinical Procedures	2	This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.
NRP 555	Adult and Geriatric Management I	4	This is the first of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 555CA	Adult and Geriatric Management I	4	This is the first of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 556	Adult and Geriatric Management II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.

NRP 556CA	Adult and Geriatric Management II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 560	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal obstetrics. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.
NRP 563	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 563CA	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.

NRP 566	Preceptorship	4	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.
NRP 571	Advanced Health Assessment II and Clinical Procedures	4	This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 571CA	Advanced Health Assessment II and Clinical Procedures	4	This course is a continuation of NRP/531CA: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 590	Final Preceptorship	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.

NRP 590CA	Final Preceptorship	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NSG 302	Professional Contemporary Nursing Role and Practice	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.
NSG 345	Medical/Surgical Nursing II: Complex and Geriatrics	5	This course focuses on the care of patients with chronic and complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course. Clinical hours include immersive simulation learning.
NSG 416	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.

NSG 416CA	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 421	Care of the Family and Community	4	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 426	Integrity in Practice: Ethic and Legal Considerations	3	This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSG 440	Pediatric Nursing	4	This course focuses on the utilization of Watson's theory of human caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course. Clinical hours include immersive simulation learning.

NSG 451	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSG 451CA	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSG 452	Public and Global Health	4	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 456	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.

NSG 456CA	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.
NSG 468	Influencing Quality within Healthcare	3	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSG 470	Nursing Leadership and Management	4	This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course. Clinical hours include immersive simulation learning.
NSG 471	Nursing Leadership and Management	4	This course examines the nurse as a manager of patient care using leadership and management principles. Promotion of quality patient care through delegation, problem-solving, interprofessional collaboration, and decision-making is explored. Review and preparation for the RN licensure examination is incorporated.

NSG 480	Nursing Synthesis	4	This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national licensure examination for registered nurses. This course prepares the student for the application process for RN licensure.
NSG 481	Influencing Nursing Practice	2	Students integrate knowledge of nursing practice and synthesize program knowledge to prepare for national licensure.
NSG 482	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 482CA	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.

NSG 486	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 486CA	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.
NSG 498	Senior Leadership Practicum	3	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 501	Pathophysiology, Assessment Variables and Pharmacology I	3	This course presents an integrated approach to advanced pathophysiology, health assessment, and pharmacology in select patient populations. Collaboration and research are used to guide analysis and evaluation of pathological and pharmacological interventions.

NSG 502	Pathophysiology, Assessment Variables and Pharmacology II	3	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 511	Contemporary Nursing Practice	3	This course emphasizes the College of Nursing's philosophical framework for professional practice and the role of the graduate nurse as practitioner, leader, and researcher. Topics include conceptual models, nursing theory, theory frameworks, conceptual terms, and the utility and application of nursing theories in practice. A key focus is introducing students to various conceptual perspectives to guide new ideas, research questions, and interpretations in nursing practice.
NSG 512	Nursing Research	3	This course focuses on the role of the graduate nurse in research processes and evidence-based nursing practice. The key concepts focus on the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, data analysis, and the role of the nurse as scientist.
NSG 513	Inter-Professional Leadership and Management	3	This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in health delivery systems, leadership in the current health care environment, and the future of nursing.

NSG 514	Health Law, Policy, Ethics, and Global Trends	3	This course examines the influences of payer sources and regulation on health care policy, the ethical allocation of resources, and how economics impacts health care access. Exploration of global health trends broadens the nurse leader's awareness of ethical and economic influences on health issues.
NSG 516AD	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516ED	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516IN	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 517AD	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517ED	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517IN	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 531	Program and Course Development	3	Nurse educators are responsible for creating programs and courses for diverse settings while aligning to multiple regulations and standards for nursing education. Completing a needs assessment and developing effective programs and courses through a systematic framework is critical. Learners will evaluate instructional methods and theories for teaching and learning and will differentiate between the strategies used to develop, implement, and evaluate educational programs.

NSG 532	Innovative Curriculum Design	3	Developing curriculum that aligns to the program's mission, standards, and outcomes is important in creating an effective program. Delivering curriculum to a diverse population in an organized fashion, taking into consideration the best modality for delivery, promotes engagement and critical thinking skills. Learners will analyze current trends and issues in curriculum design, evaluate innovations and technologies used to develop engaging curriculum, and determine best practices for course improvement.
NSG 533	Educational Assessment and Evaluation	3	Nurse educators count on reliable and valid information to evaluate the effectiveness of an educational program. Thoughtful creation of evaluation tools that align to an educational taxonomy is an important step in order to obtain qualitative and quantitative data that informs the nurse educator about how well learners are performing. Communicating assessment and evaluation results to others, and gaining their input, provides the nurse educator the opportunity to make curricular improvements based on stakeholder feedback. Learners will evaluate assessment methods used to measure performance and improve educational programs, and develop a communication strategy to share results with stakeholders.
NSG 534	Facilitating Engaged Learning	3	Nurse educators use instructional design approaches to build effective courses with engaging activities and assignments. Creating interesting and innovative materials for learners and faculty is critical for learning success. Using technologies in the classroom, regardless of the delivery modality, provides learners and faculty with the most up-to-date educational resources available. Learners will analyze the systematic model of analysis, design, development, implementation, and evaluation to create instructional products and solutions.
NSG 536	Practicum Elective I	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.

NSG 537	Practicum Elective II	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a third practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 541	Data Analysis and Management	3	The course challenges the student to manage data generated from the electronic health record. Data management may require recommendations for additional data or how to sort current data to obtain information necessary for comprehensive analysis which supports quality initiatives, risk management, or data trends.
NSG 542	Information Workflow	3	This course requires the student to define patterns of workflow in order to manage data. There is a necessity to knowing what data will be needed by various departments within the organization. The student will demonstrate the ability to develop a plan for data distribution.
NSG 543	Database Management	3	This course engages the student in management of databases to develop forms, tables, reports and queries. Database models will be explored. Data mining techniques will be explored to discover new knowledge that may be hidden in the stored data. Query will be explored as a tool to manipulate data.

NSG 544	Evaluation and Application of Information	3	This course explores the use of data for the purposes of strategic planning, reimbursement, rules and regulations, accreditation, and disease surveillance. Measures to assure data quality and validity will be explored.
NSG 547	Human Resources Management	3	This course focuses on the nurse administrator's role for supervising the nursing personnel and support staff. The topics covered are common to nurse administrators. They include: responsibilities for recruitment, scheduling, counseling, coaching, mentoring, developing and evaluating nursing staff and support personnel. The legal implications surrounding interviewing, hiring, managing and terminating employment will also be explored.
NSG 557	Organizational Dynamics and Systems Thinking	3	This course focuses on organizational effectiveness, systems management. The role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery Principles and models of change will be explored.
NSG 567	Financial Resources Management in Health Care	3	This course engages the student in the processes of budget preparation, analysis, and monitoring. These processes are essential for analyzing the financial performance of an organization, service, or system. Emphasis is placed upon the use of resources to support organizational mission and strategic vision.

NSG 577	Continuous Quality Monitoring and Outcomes Improvement	3	This course focuses on identification of quality markers within health care. The learner will utilize data to support development and evaluation of performance measures. The many variables which impact quality will also be considered.
NSG 580	Practicum	4	This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of practicum.
NSGCB 302	Professional Contemporary Nursing Role and Practice	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidence-based practice, and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.
NSGCB 416	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.

NSGCB 426	Integrity in Practice: Ethic and Legal Considerations	3	This course addresses legal and ethical aspects of the professional nurse's role in health care delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSGCB 451	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSGCB 482C	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSGCB 486C	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.

NTC 245	Foundation of Local Area Networks	3	This foundational course covers local area network topics, including rationale for networking. Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
NTC 248	Foundations of Networking	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTC 248T	Foundations of Networking	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTC 255	Storage and Management of Data	3	This course introduces fundamental concepts and practices for information storage and management in cloud, virtualization, and networking environments. Included are elements and practices of data centers, information storage networking technology, storage systems, and business continuity practices. Also addressed are management and security in information storage infrastructures.

NTC 260	Foundations of Cloud Services	3	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 275	Storage Management Capstone	3	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure.
NTC 300	Cloud Technologies	3	This course will provide the knowledge and skills required to understand foundational and advanced cloud terminologies/methodologies; to implement, maintain, and deliver cloud technologies and infrastructures (e.g., server, network, storage, and virtualization technologies); and to understand aspects of IT security and use of industry best practices related to cloud implementations.
NTC 302	Network Web Services	3	This course covers Network Web Services with a specific focus on Amazon Web services (AWS CCP). The course will help an IT professional gain knowledge and skills necessary to effectively demonstrate an overall understanding of the AWS Cloud, independent of specific technical roles.

NTC 304	Cloud Developing	3	This course provides an introduction to developing on Amazon Web Services (AWS). Covering foundational knowledge on how to configure, develop, deploy and debug secure cloud-based applications using AWS. Designed to help students gain technical expertise in development using cloud technologies, this course prepares students to take the AWS Certified Developer - Associate level AWS Certification exam.
NTC 306	Cloud Operations	3	The course will show students how to create automatable and repeatable deployments of networks and systems on AWS and covers specific AWS features and tools related to configuration and deployment. Students will learn how some AWS customers design their infrastructures and implement various strategies and services. Students will build a variety of infrastructures via guided, hands-on activities.
NTC 320	Network Design Associate	3	This course provides an intensive workshop where the student will gain the hands-on experience in topics aligned to the CCDA: Cisco Certified Design Associate certification exam. Topics may include: understanding the methodology used to design a network; describing network structure and modularity; and designing enterprise campus networks, enterprise edge and remote network modules, IP addressing and routing protocols, and network services.
NTC 324	Windows Server Configuration	3	This course provides students with the knowledge and skills necessary to install and configure Windows Server. The course covers server installation and configuration, server virtualization configuration, and maintaining and monitoring server environments.

NTC 326	Administering Windows Server	3	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Managing Network Services, Server Policy Infrastructure, and Managing Directory Services & Group Policy.
NTC 328	Advanced Windows Services	3	This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure & Access Solutions.
NTC 361	Network and Telecommunications Concepts	3	This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.
NTC 362	Fundamentals of Networking	3	This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Network routing, switching, and Wi-Fi are covered. Also covered in this course is an introduction to the OSI model, the TCP/IP model, basics of wireless communications standards, and network security.

NTC 364	NETWORK TECHNOLOGIES	3	This course provides comprehensive information and foundational knowledge about core Cisco technologies, helping you implement and administer Cisco solutions.
NTC 405	Telecommunications and Networking I	3	This course is designed to provide the fundamentals of basic telecommunications, including an introduction to standards, organizations and governing bodies, concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems, explaining how the electronic concepts assist in network troubleshooting.
NTC 406	Telecommunications and Networking II	3	NTC/406 provides analysis of multiple aspects of computer networking including the seven levels of the open systems interconnection (OSI) model which is the basis for analysis of network protocols. Each aspect of networking is analyzed with the related theory applied to specific applications in the industry.
NTC 409	Global Network Architecture and Design	3	This course addresses the fundamentals of network design and analysis with an emphasis on business network needs. The network design techniques necessary for Local Area Network (LAN) and Wide Area Network (WAN) implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.

NTC 411	Global Network Management, Support and Security	3	This course broadens the concept of network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts, and the available tools to the network designer. The development and management of the relationships between the enterprise and the Wide Area Network (WAN) providers is discussed. Network security, disaster recovery, and business continuity planning is also addressed in this course.
NTC 415	Network Integration Project	3	The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality, will be applied. End-to-end performance criteria and service levels guarantees will be examined as a part of network design project. Network capabilities to handle varying types of traffic, from low speed data to large image files and streaming video and digital voice, will be explored.
NTC 425	Networking and Security in Health Information Systems	3	This course covers the concepts of health information security and networking. Content includes governmental regulations, data security, and working with Health Information Exchange (HIE) systems. Coursework explores contingency planning, network architecture, hardware, and system security concepts.
NUR 590A	Nursing Practicum-A	1	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with various nursing experts in clinical application projects.

NUR 590B	Nursing Practicum-B	2	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with various nursing experts in clinical application projects.
OI 365	Knowledge Management and Intellectual Capital	3	In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.
OI 466	Organizational Innovation Integrated Project	3	This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.
ONL 507	Digital Citizenship for Educators	3	The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real world functions and authentic applications.

OPS 330	Strategic Operations and Logistics	3	Strategic operations and logistics are key to maximizing value, minimizing costs, and ensuring efficient process management. This course covers enterprise resource planning and continuous improvement processes used in workflow management, process integration, inventory and supply-chain management, data analysis, business forecasting, optimization, and quality improvement.
OPS 330T	Strategic Operations and Logistics	3	Strategic operations and logistics are key to maximizing value, minimizing costs, and ensuring efficient process management. This course covers enterprise resource planning and continuous improvement processes used in workflow management, process integration, inventory and supply-chain management, data analysis, business forecasting, optimization, and quality improvement.
OPS 350	Operations Management	3	This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services. Topics include quality management, process design, capacity management, materials management, and project management.
OPS 400	Business Process Management	3	This course introduces a process-oriented view of the flows of information, products and services through and across organizational functions. Students will analyze and document business processes and assess the efficiency and effectiveness of these processes to minimize cost and maximize value creation. Students will be able to identify process information, assess and improve process efficiency, learn to model and analyze business processes, and understand the interactions between human behavior and process design. Other topics include business process reengineering, lean six sigma, total quality management, and process innovation.

OPS 405	Enterprise Resource Management	3	This course provides an overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, finance and accounting. Students will learn the methodology and practice of ERP using an industry-leading software package to explore the interaction among the different business processes. Topics include business process integration, inventory management, master scheduling, and material and capacity planning. Concepts are applied through the use of current enterprise resource planning software.
OPS 415	Systems Thinking and Performance Measurement	3	This course provides an overview of systems thinking and information to measure and optimize an organization's performance. Topics include introduction of systems thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement.
OPS 420	Operations Management Capstone	3	This operations management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address operations management challenges. Students will develop a plan for adding value to the management of the operation focusing on the processes, quality, human resources, financial, logistics, and organizational strategy.
OPS 572	Operations Management in Health Care	3	The course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes in health care. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting for health care.

OPS 574	Creating Value Through Operations	3	This course examines the importance of effectiveness and efficiency and evaluates the potential trade-offs between them to create value within an organization. Students will learn to apply process analysis, process improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will understand the entire value chain and how these decisions integrate for efficient and effective performance across a network of organizations.
OPSCB 574	Creating Value Through Operations	3	<p>This course examines the importance of effectiveness and efficiency and evaluates the potential trade-offs between them to create value within an organization. Students will learn to apply process analysis, process improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will understand the entire value chain and how these decisions integrate for efficient and effective performance across a network of organizations.</p> <p>Competency 25: The student will evaluate data-driven processes and approaches of an organization's operations.</p> <p>Competency 26: The student will apply process improvement principles to enhance organizational performance and value.</p> <p>Competency 27: The student will analyze organizational global supply chain process to maximize value.</p>
ORG 535	People and Organizations	3	This course provides students with the interpersonal skills needed to motivate people in the workplace and the human resources skills necessary to manage group dynamics and create synergy among group members. The course will help to develop high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.
ORG 581	Organizational Design	3	This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority and control, specialization and coordination, intrapreneurship, and lateral organizations.

ORG 711	21st Century Issues in Organizational Behavior I	3	This course evaluates research on issues that organizations face in optimizing their performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 716	Organizational Theory and Design	3	Upon completion of this course, students will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, students will have the ability to systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness.
ORG 721	21st Century Issues in Organizational Behavior II	3	The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.
ORG 726	The Impact of Technology on Organizations	3	In this course, students evaluate the relationships among technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.

ORG 727	Organizational Diagnosis and Intervention	3	Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
ORGCB 535	People and Organizations	3	<p>This course provides students with the interpersonal skills and self-awareness needed to motivate people in the workplace and to manage group dynamics to create synergy among group members. The course will focus on the development of the skill sets necessary to elicit high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.</p> <p>Competency 4: The student will examine principles related to human resource management Competency 5: The student will analyze talent management approaches used to build high-performance organizations. Competency 6: The student will align human resource systems with business strategies.</p>
PHL 310CA	Critical Thinking Across Disciplines	3	This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem-solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.
PHL 320	Critical Thinking and Decision Making in Business	3	This course explores the critical thinking techniques necessary to be an effective manager within an organizational setting. Students will focus on critical thinking and reasoning methods as they apply to management concepts within a work environment. Other topics include the use of critical thinking skills in the decision-making process as it applies for successful performance of employees and organizations and achieving desired business goals.

PHL 320T	Critical Thinking and Decision Making in Business	3	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.
PHL 458	Creative Minds and Critical Thinking	3	In this course, students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.
PHL 736	Political Acumen and Ethics	3	This course will provide students with the tools leaders need to address current and future impacts on business and society. Students will examine methods used to influence organizational change toward proactively addressing risk factors such as political, legal, regulatory, and governmental requirements. The course will focus on understanding how business leaders can change, strengthen, and transform their organizations. Topics include corporate social responsibility, organizational and community involvement, and attaining and maintaining American corporate ethical standards in local and global environments.
PHY 101	Fundamentals of Physics	3	This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PM 350	Organizational Project Management	3	This course provides an overview of project management concepts, phases, and methodologies used to optimize complex, organizational processes. Students will evaluate communication, leadership, financial, and operational practices that are used in support of strategic business initiatives.
PM 350T	Organizational Project Management	3	This course provides an overview of project management concepts, phases, and methodologies used to optimize complex, organizational processes. Students will evaluate communication, leadership, financial, and operational practices that are used in support of strategic business initiatives.
PM 571	Project Management	3	This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
PM 582	Project Leadership	3	This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.

PM 584	Project Risk Management	3	This course applies risk management concepts to project execution and its organizational objectives. Students will create contingency plans for a project and its organization. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.
PM 586	Project Quality Management	3	This course applies quality control techniques to project development and implementation. Students will create a continuous quality-improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
PM 598	Project Management Capstone	3	In this capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.
POL 115	American National Government	3	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.

POL 215	State and Local Political Processes	3	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political, and public policy challenges.
POS 221	Windows Server Configurations	3	This course is a survey of Windows Server® configuration. Topics emphasize the structure and the various applications supported by Windows Server®. The course includes access to hands-on Windows® lab exercises.
POS 355	Introduction to Operating Systems	3	This course provides an introduction to Operating Systems. Topics covered include Operating System concepts, program execution, and Operating System internals such as memory, processor, device, and file management. A variety of Operating Systems are compared and contrasted.
POS 408	.NET I	3	This course introduces C# development in the context of developing business applications. Students develop the knowledge and skills necessary to produce event-driven programs using Microsoft Visual Studio for the .NET environments. Topics include writing a C# program, variables and expressions, flow control, debugging error messages and programing in the .NET environment.

POS 409	.NET II	3	This course is an advanced study of the C# programming language in the .NET platform. It covers topics around managing program flow, creating and using types, implementing data access, debugging applications and implementing security.
POS 410	SQL for Business	3	This course provides an in-depth, hands-on workshop on the Structured Query Language (SQL). SQL provides a unified language that lets you query, manipulate, and control data in a business applications environment. This course is aligned to the requirements of the Advanced Business Analytics Certificate; which is designed to provide specific theories, competencies, and skills necessary for success in the field of business analytics.
POS 433	UNIX Networking	3	This course is a survey of the UNIX® operations. The student will gain an understanding of the internal operations of the UNIX® system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX® system files, file systems and process, systems administration and security are also examined.
PRG 211	Algorithms and Logic for Computer Programming	3	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course covers procedural programming concepts, including data types, controls structures, functional decomposition, arrays, files, classes, and objects.

PRG 215	Java Programming	3	Java is a general purpose programming language for platform-independent implementations. This course provides a general introduction to programming, basic computation, branching, loops, and object-oriented programming. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java Development Kit, Standard Edition.
PRG 218	Introduction to C/C++	3	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming languages are used to produce simple computer programs.
PRG 280	Programming in HTML5 with JavaScript	3	This course provides students an introduction to HTML5 with JavaScript® and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript®.
PRG 281	Windows Application Development Using HTML5 and JavaScript I	3	This course covers enhanced HTML5 concepts using CSS3 and JavaScript®. This includes using Canvas and different HTML APIs, exposure to Windows Event Listener, and enhancing websites using animation, audio and video features.

PRG 282	Windows Application Development Using HTML5 and JavaScript 2	3	This course covers developing web applications using HTML5, CSS3, jQuery, and JavaScript®. This includes use of different advanced JavaScript® APIs, such as Drag-and-Drop API, Web Storage API, Geolocation API, and the Web Socket API.
PRG 410	C++Programming I	3	This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, arrays, and functions. There is also an introduction to object oriented concepts in C++.
PRG 420	Java Programming I	3	This course is a study in Java programming. It covers topics around Java programming, variables, expressions, using branches and loops, storing data in arrays and using methods.
PRG 421	Java Programming II	3	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications, the use of data files and other advanced topics.

PRG 430	Programming Project Capstone: Web or Cloud Application	3	In this hands-on project course, students use Python or Java skills to develop an application for web or cloud.
PSY 103	Introduction to Psychology	3	This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical-thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.
PSY 110	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSY 203	Foundations of Psychology	3	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 203T	Foundations of Psychology	3	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 205	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 205T	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 215	Careers in Psychology	3	This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.

PSY 225	Positive Psychology	3	How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be 'free'? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.
PSY 245	Survey of Research and Statistics	3	This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.
PSY 250	Psychology of Personality	3	Introduction to the study of personality. An examination of classic theoretical explanations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSY 275	Introduction to Abnormal Psychology	3	This course introduces the study of major psychological disorders as defined in the DSM 5, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

PSY 280	Human Growth & Development	3	This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.
PSY 300	General Psychology	3	General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.
PSY 301	Emotional Intelligence	1	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
PSY 305	Professional Orientation in Psychology	3	This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.

PSY 310	History and Systems in Psychology	3	The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.
PSY 315	Statistical Reasoning in Psychology	3	This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.
PSY 320	Human Motivation	3	This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.
PSY 335	Research Methods	3	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.

PSY 340	Biological Foundations in Psychology	3	This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.
PSY 345	Sensation and Perception	3	This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.
PSY 355	Motivational Processes in Human Psychology	3	This course examines theories and research results pertaining to the structures (self-, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self- and person perception.
PSY 360	Cognitive Psychology	3	This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.

PSY 375	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 390	Learning and Cognition	3	This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.
PSY 400	Social Psychology	3	This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
PSY 405	Theories of Personality	3	This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.

PSY 410	Abnormal Psychology	3	This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.
PSY 420	Theories of Behavior	3	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.
PSY 435	Industrial/Organizational Psychology	3	This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
PSY 450	Diversity and Cultural Factors in Psychology	3	A study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

PSY 460	Environmental Psychology	3	In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.
PSY 475	Psychological Tests and Measurements	3	This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480	Elements of Clinical Psychology	3	This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.
PSY 490	Capstone Course in Psychology	3	This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

PSYCH 599	Foundations of Graduate Study in Psychology	3	This course prepares students for academic and professional success in graduate-level psychology. Students will explore historical and foundational concepts of psychology while enhancing their oral and written communication skills. Topics also include critical thinking, stress and time management, and collaborative processes.
PSYCH 600	Developmental Psychology	3	This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.
PSYCH 610	Research Methods in Psychology	3	This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.
PSYCH 614	Social Psychology	3	This course examines how situations and the environment influence our thoughts, feelings, and behaviors. Students will learn about the social psychological concepts such as attitudes, conformity, social conditioning, cognition, and influence.

PSYCH 620	Multicultural and Social Issues in Psychology	3	This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625	Statistics for the Behavior Sciences	3	This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.
PSYCH 629	Introduction to Industrial/Organizational Psychology	3	In this course, students will be introduced to the domains of the Industrial Organizational (I- O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I- O field of study. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to the present day, the various ways that I-O psychologists contribute to organizations, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.
PSYCH 630	Physiological Psychology	3	This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 634	Biological Basis of Behavior	3	This course emphasizes the biological and biochemical correlates of behavior. The course focuses on the structure and function of the human nervous and endocrine systems as they relate to human behavior, emotion, and cognition.
PSYCH 635	Psychology of Learning	3	This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 640	Cognitive Psychology	3	This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.
PSYCH 642	Personnel Psychology	3	Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 644	Psychology of Learning and Cognition	3	This course covers the elements of learning and cognitive psychology. The course includes research related to the theories of learning, problem solving and reasoning, attention, memory, knowledge representation, and language. Strategies and methods for applying principles of learning and cognition to various life and career settings are also addressed.
PSYCH 645	Personality Theories	3	This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.
PSYCH 647	Human Performance, Assessment, and Feedback	3	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	Psychopathology	3	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 655	Psychometrics	3	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.
PSYCH 658	Work Motivation and Job Attitudes	3	This course will allow students to evaluate various theories of motivation and develop a familiarity with, and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 660	Ethics and Professional Issues	3	This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.
PSYCH 664	Research Methods and Statistics in Psychology	3	This course presents the fundamentals of research methods and statistics applicable to the field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically evaluate, analyze, and interpret data from empirical psychological studies.

PSYCH 665	Integrative Capstone: Psychology Past and Present	3	This course will trace the historical progression of ideas and concepts in psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.
PSYCH 670	Master's Thesis	3	Only those students who have developed a detailed and manageable analytic research proposal in PSYCH/665 may enroll in this course. During the course, the student will finalize a quantitative analytic research proposal from PSYCH/665. Students will complete an APA style manuscript by the end of the course.
PSYCH 694	Specialty Areas in Applied Psychology	3	This course will introduce students to different areas of applied psychology, such as clinical, counseling, industrial/organizational, forensic, and educational psychology. Students will apply psychological research and principles from their program to a selected specialty area and explore human behaviors related to health, personal relationships, education, and the workplace. This application will guide students in their exploration of career opportunities within the broad field of psychology.
PSYCH 706	Human Performance, Assessment, and Feedback	3	In this course learners are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.

PSYCH 708	Work Motivation and Job Attitudes	3	This course will allow learners to evaluate various theories of motivation and develop a familiarity with and understanding of pertinent research in the field. Learners will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 710	Master's Project	1	The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.
PSYCH 720R	Dissertation Process	3	Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.
PSYCH 740	Judgment and Decision Making	3	Students will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.

PSYCH 750	Consulting and Business Skills	3	This course focuses on developing business presentations, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.
PSYCH 760R	Consulting Processes in I/O	3	The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.
PSYCH 799	Comprehensive Exam	1	The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leaderships, and research. Students will demonstrate a requisite understand of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level.
QNT 275	Statistics for Decision Making	3	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory to support decision making for business, and understand how inferential analytical methods are used for different types of business decisions.

QNT 275T	Statistics for Decision Making	3	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory for inferential decision making for business, and perform trend analyses.
QNT 375	Business Data Analytics	3	This course provides an overview of applied business research, statistical tools, and data analytics used to support strategic decision making. Students will examine methods used to frame business problems, conduct research, collect and evaluate data for validity and reliability, determine patterns and trends in performance, and effectively present conclusions.
QNT 375T	Business Data Analytics	3	This course provides an overview of applied business research, statistical tools, and data analytics used to support strategic decision making. Students will examine methods used to frame business problems, conduct research, collect and evaluate data for validity and reliability, determine patterns and trends in performance, and effectively present conclusions.
QRB 501	Quantitative Reasoning for Business	3	This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools, graphs, tables, and charts. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.

RDG 201CA	Reading and Writing Concepts	3	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	Children's Literature	3	This course examines the use of Children's literature in the elementary school classroom. Various genres are studied, as well as the application of Children's literature to instruction and to assessment in reading. Methods for integrating the use of Children's literature in all content areas are examined.
RDG 351	Early Childhood Literacy Development	3	In this course, students learn about creating an environment in the early childhood setting that promotes literacy skill development. Students examine theories and strategies for language development; strategies and assessments to support literacy learning; and strategies to support vocabulary learning, reading comprehension, and family involvement in literacy instruction. Students gain the necessary knowledge and skills to create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.
RDG 412	Scientifically Based Literacy Instruction	3	This course focuses on scientifically-based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of The Colorado Reading to Ensure Academic Development Act (2012) and state reading and language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing Children's performance in reading and language arts are also emphasized.

RDG 415	Diagnosis and Remediation of Reading Difficulties	3	This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction.
RDG 416	Methods of Teaching in Early Childhood Language and Literacy	3	In this course, students learn about children's language and literacy development from birth to age 8. Students examine theories of language development and second language acquisition; the needs of English learners; and strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards, development of hands-on learning experiences, and developmentally effective assessments as a means of informing instruction are also emphasized.
RDG 418	Phonological Theory and Reading Instruction	3	This course focuses on scientifically-based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from nonscientific claims. In addition, they study the applications of scientific research to classroom instruction.
RDG 420	Elementary Methods - Reading/Language Arts	3	This course focuses on the most current research, theory, methods, and state standards related to reading instruction including research-based systematic phonics, including language and literacy development. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. This course provides teacher candidates with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional, assessment, and differentiation techniques are also discussed.

RDG 420CA	Elementary Methods: Reading and Language Arts	3	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 537	Curriculum Const and Assmt: Reading and Language Arts	4	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 537CA	Curriculum Const and Assmt: Reading and Language Arts	4	This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 542	Curr Const and Assmt: Reading Methods for Secondary Settings	3	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.

RDG 542CA	Curr Const and Assmt: Reading Methods for Secondary Settings	3	This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 556	Elements of Literacy Content and Pedagogical Knowledge	3	This course focuses on the five key themes of English language arts and literacy (meaning making, language development, effective expression, content knowledge, and foundational skills) and English language development instruction in multiple subject classrooms. Candidates apply interdisciplinary teaching strategies to develop learning and critical thinking skills in their learners. Emphasis is placed on using both universal design as a learning framework to guide instructional planning, design, delivery, and assessments, and Multi-Tiered System of Supports to meet the needs of diverse learners. This course incorporates clinical experience based on work with a student in a K-8 school setting.
RDG 558	Secondary Content Area Literacy	3	This course focuses on implementing principles, and instructional strategies for comprehensive instruction of content-based literacy strategies in single-subject classrooms. Emphasis is placed on development of literacy skills through academic language in a specific content areas; designing and differentiating instructional strategies; showcasing literacy through speech, writing, listening, and reading; incorporating new literacies and assessment. Candidates use this knowledge to prepare a comprehensive content area lesson plan. This course incorporates required field experience based on work in a single-subject content-area classroom.
RDG 570	Curriculum Const and Assmt: Reading and Lang Arts for SPE	4	This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop an integrated unit of instruction. Instruction and assessment techniques, including intervention practices, research-based phonics instruction, and strategies for teaching learners with dyslexia, are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.

RDNG 500	Reading Methods: Primary	3	This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.
RDNG 501	Reading Methods: Elementary	3	This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing, and technology-based instruction.
RDNG 502	Reading Methods: Secondary	3	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDNG 504	Phonological Theory and Application	3	This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.

RDNG 505	Children's Literature	3	This course examines children's literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.
RDNG 506	Elementary Reading and Writing Strategies	3	This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDNG 507	Content Area Reading and Writing for Elementary	3	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.
RDNG 508	Adolescent Literature	3	This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.

RDNG 510	Content Area Reading and Writing for Adolescents	3	In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.
RDNG 511	Reading Assessment	3	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.
RDNG 515	Diagnosis, Remediation, and Differentiated Instruction	3	This course focuses on the assessment and correction of reading and writing difficulties in the K-12 classroom setting. Participants identify factors that affect reading performance, explore formal and informal literacy assessments, and examine strategies for the diagnosis and remediation of struggling readers and diverse learners with literacy difficulties, including students with dyslexia. An additional focus is on differentiated instruction with an emphasis on phonics, fluency, vocabulary, and comprehension. Interest inventories, English language learner screening, visual and auditory discrimination tools, language expression and processing screening, and spelling and writing assessment tools are also addressed.
REL 133	World Religious Traditions I	3	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Daoist, Confucian, and Shinto traditions.

REL 134	World Religious Traditions II	3	This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.
RES 351	Business Research	3	This course evaluates the process of conducting research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
RES 709	Research Conceptualization and Design	3	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	Statistical Research Methods and Design I	3	Doctoral practitioners are resolute in their commitment to identifying, informing, and affecting both individual and organizational change and innovation. Generating actionable interventions requires an extensive investigation of situational factors and a foundational understanding of research methodology. In this course, students explore the foundations of statistics used in quantitative research by actively engaging in processes focused on evaluation, appraisal, and application.

RES 720	Statistical Research Methods and Design II	3	In this course, students expand their understanding of research methodology by exploring advanced statistical procedures. Students leverage investigative processes to demonstrate their understanding of, and ability to apply, interpret, and draw conclusions from complex approaches to quantitative research.
RES 724	Qualitative Methods and Design	3	This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this preexisting foundational understanding, the purpose of the class is to enhance students' understanding and craft through reading, application, and reflection on the practice of qualitative inquiry.
RES 726	Correlational Methods of Analysis	3	This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs, other approaches may be covered.
RES 727	Approaches to Phenomenological Inquiry and Data Analysis	3	This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728	Qualitative Case Study	3	This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RES 729	Ethnomethodology and the Study of Culture	3	In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on "thick description" as a critical mode of representation.
RES 745	Grounded Theory Methods	3	This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.
RES 746	Mixed Methods	3	The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

RES 750	Approaches to Research: Quantitative/Qualitative I	3	In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two topics identified by the student during PSYCH/720R.
RES 751	Approaches to Research: Quantitative/Qualitative II	3	In this course, students will critically evaluate the two research topics developed into draft concept papers during RES/750 to determine which topic is most viable for their dissertation study. After selecting a topic, students will more deeply examine quantitative and qualitative research designs, including key methodological approaches. They will continue to develop key components of their dissertation concept paper and focus on a brief review of the literature, a summary of the theoretical or conceptual framework, and a justification of their research methods and design choices.
RES 752	Research Constructs and Design	3	In this course, students will synthesize the cumulative knowledge gained in RES/750 and RES/751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the College of Doctoral Studies Dissertation Criteria and Rating Scale.
RES ARA1	Advanced Research Analysis Elective	3	Place Holder

RES ARA2	Advanced Research Analysis Elective	3	Place holder
RES ARA3	Advanced Research Analysis Elective	3	Place holder
RHET 300	Rhetorical Theories	3	This course examines major rhetorical theories and theorists from a range of cultures and periods.
RHET 470	Studies of American Rhetoric	3	This course examines American rhetoric from a variety of genres and a range of historical periods.

RHET 475	Rhetoric and Social Media	3	This course explores the use of rhetoric in contemporary social media.
RHM 410	The Landscape of Health Care in Retail Health Clinics	3	This course introduces students to the business operations of the retail health environment. Focus will include overall concepts of health systems, managed care plans, and government providers that impact retail health clinics, as well as formulating strategies for the future development of retail clinics.
RHM 420	The Management of Retail Health Clinics	3	This course introduces students to the management of retail health clinics. Content will focus on customer engagement, clinical practices, and the day-to-day management of the retail health clinic environment.
RHM 430	Technology and Digital Health Care in Retail Health Clinics	3	This course introduces students to technology and digital health within retail health clinics. Concepts covered include patient record management, the exchange of data, proper coding, and data management for the health and wellness of consumers using retail health clinics.

RHM 440	Regulatory and Compliance in the Retail Health Environment	3	This course covers regulatory and compliance concepts as it relates to retail health management. Students will focus on resource allocation related to compliance and regulations concerning privacy and security laws, and communication protocols with consumers, staff, and external partners to the retail health clinics.
RHM 450	Retail Health Financial Strategies	3	This course introduces students to approaches that relate to the financing and reimbursement of retail health clinics. Course content will focus on financial strategies for retail health clinics, the various payers within the health care industry for timely reimbursement, and appropriate billing and coding considerations that impact the management of retail health clinics.
SCH-CN 501	School Counseling: Delivery of Services	3	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student's academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.
SCHC 505	Human Development and Family Change Across the Lifespan	3	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate school based situations, consider prevention strategies and assess potential interventions in the school context.

SCHC 544	Clinical Assessment and Student Evaluation	3	This course introduces students to models and tools of assessment. Students learn and practice assessment strategies, use of the Diagnostic and Statistical Manual of Mental Disorders (DSM), and behavioral analysis in relationship to student-age populations. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice. Emphasis will be placed on models and techniques for physical and sexual abuse and neglect, substance abuse, suicide and participating as a member of a multidisciplinary team for special education planning. Administration, scoring, and interpretation of standardized tests are described, and principles necessary for the development, interpretation, and selection of assessment instruments are presented. Multicultural and ethical issues regarding assessment are also examined.
SCHC 554	Group Counseling: Children and Adolescents	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co-leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.
SCHC 562	Student Vocational Development and Career Counseling	3	This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.
SCHC 571	School Counseling Administration	3	This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.

SCHC 592	Practicum in School Counseling	3	The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.
SCHC 592O	Orientation to School Counseling Practicum	0	This course is an orientation to the practicum and internship.
SCHC 597A	School Counseling Internship A	3	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SCHC 597B	School Counseling Internship B	3	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.

SCI 163	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 163T	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 201	Survey of Alternative Medicine	1	This course examines the traditions and recent developments within the field of alternative medicine and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.
SCI 209	Oceanography	3	This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

SCI 220	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 220T	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 250	Microbiology	4	This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity, and host-parasite relationships. Also, examples of how microorganisms are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences. Online labs in this course require students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
SCI 256	People, Science and the Environment	3	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.

SCI 362	Environmental Issues and Ethics	3	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.
SEC 100	Introduction to Security Management	3	This course is an introductory overview of the Security Management field and provides a broad-based view of the history, practices, methodologies, and management theories of the profession. It reviews industry standards for security, threat assessment and risk analysis guidelines, investigative techniques, personnel management, security equipment and security best practices. Additionally, this course examines security technology, loss prevention and workforce safety programs, planning for continuity of business operations, and corporate/client communication skills.
SEC 120	Corporate Security Essentials	3	This course will identify security essentials that are prevalent in the corporate security function such as trade secrets, proprietary information, information security, and vulnerability assessments. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective essentials.
SEC 130	Private Security Issues and Conflicts	3	This course identifies issues and conflicts associated with the private security industry by examining security management, recruitment, selection, training, investigation of crimes, terrorism and natural disasters.

SEC 140	Incident Communication Plans and Systems	3	This course provides the student with an understanding of the various elements needed for responding to critical incident events. These incidents include natural disasters, workplace violence, and other significant planned and unplanned occurrences. An emphasis is given to proper planning, communication, and system development for these critical incidents.
SEC 150	Insider Threats Fundamentals	3	This course provides the student with an understanding of assessing potential risks which may originate from members or employees within an organization by identifying specific risk indicators. An emphasis is given to the process of risk analysis along with the ability to design, manage, and implement a response to potential threats. Additionally, students will learn how to use the Return on Investment (ROI) approach to evaluate company performance.
SEC 200	Emergency Management and Response	3	This course will identify emergency practices for critical incident responses such as natural disasters, man-made disasters, bomb threats, strikes, and terrorism. It will also examine specific concepts in relation to emergency response including: mutual aid associations, disaster recovery, public relations and warning, and alert systems.
SEC 210	Physical Asset Protection	3	This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost-benefit analysis.

SEC 220	Critical Thinking in Security Management	3	This course will explore various types of critical thinking strategies for security management practitioners; identifying the differences between management and leadership in the organization. Students will also examine the applied strategic planning model, management theories, and analytic techniques.
SEC 230	Homeland Security and Public Safety	3	This course evaluates public safety initiatives in a post 9/11 era with emphasis on homeland security strategies carried out by federal, state, local, private, and joint assets. Students will examine threats, investigative techniques, and applicable laws and regulations used to mitigate risk.
SEC 240	Loss Prevention and Supply Chain Security	3	This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally, this course provides an overview of situational crime prevention, the crime risk management process, and the stages necessary to designing an effective supply chain security program.
SEC 311	Security Management Fundamentals	3	This course is an overview of the principles of security management and the consequences of failure to identify and adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.

SEC 319	Computers and Information Processing in Security	3	This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem-solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.
SEC 321	Survey of Security Specializations	3	This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
SEC 331	Industrial Safety	3	This course provides students with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA, and National Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire, and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to, and investigation of, work-related accidents.
SEC 341	Criminology and the Criminal Justice System	3	This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparages.

SEC 351	Legal and Regulatory Issues in Security Management	3	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.
SEC 361	Interpersonal Communications	3	This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation, as well as techniques for interviewing and understanding verbal and nonverbal communication.
SEC 371	Finance and Budgeting Practices	3	This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.
SEC 391	Organizational Behavior and Management	3	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.

SEC 401	Threat and Vulnerability Management	3	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.
SEC 411	Physical Security	3	This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property, and data housed in physical facilities.
SEC 421	Personnel Security and Executive Protection	3	This course provides the student with an understanding of the procedures, techniques, and technology associated with the protection of executives, employees, customers, and the general public from intentional harm, accidents, and naturally occurring emergencies.
SEC 431	Principles of Investigation	3	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.

SEC 441	Security of Networks and Enterprise Systems	3	This course reinforces student's knowledge and comprehension of the security issues associated with computer network systems. The course also explores security measures intended to protect the software, hardware, and data associated with computer systems and include practices that security professional employ to harden their organization's information systems against attack.
SEC 451	Global Security Issues	3	This course introduces the student to the evolutionary changes to the global security environment. The course will help the student understand the dynamic nature of global factors influencing security strategies and how domestic security policy integrates these global strategies.
SEC 461	Terrorism	3	This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.
SEC 471	Critical Incident Management	3	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning, and recovery, as well as inter-agency coordination and response.

SEC 481	Security Capstone	3	This is the capstone course for the Security Management undergraduate program. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner with regard to the areas of risk and threat assessment, physical, personal, and information system(s) security, emergency and critical incident response, and administration and management. Students will evaluate and demonstrate their professional growth with the development of an effective security plan.
SEC 489	Implementation of Security System Measures	3	This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.
SEC 490	Physical Security Operations Capstone	3	In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.
SEC 491	Enterprise Security Administration Capstone	3	This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.

SEC 508	Models, Theories and Strategies for Secondary Education	3	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
SEC 532	Secondary - Creating an Effective Learning Environment	3	This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.
SEC 533	Instruction and Assessment for Diverse Learners	3	This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine best practices for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, the backward design process, culturally responsive teaching practices, and strategies for collaborating with colleagues and communicating with families.
SEC 534	Reading in the Content Area	3	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.

SEC 535	English/Language Arts Content and Curricular Knowledge	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle and high school settings. Teacher candidates identify the educational needs of students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. This course also helps participants develop skills in selecting and adapting delivery methods for diverse individual students and student populations.
SEC 536	Social Studies Content and Curricular Knowledge	3	This course explores the application of instructional methods and strategies for teaching history and social sciences in diverse middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom or inclusion in a professional portfolio.
SEC 537	Secondary Content and Curricular Knowledge	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students' varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.
SEC 538	Mathematics Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of diverse learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.

SEC 539	Physical Education Content and Curricular Knowledge	3	This course explores the secondary physical education classroom teaching and assessment strategies, and national and state standards. Candidates examine topics including developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, developing and practicing social skills, and the value of fair play in games and sports. Candidates develop skills in selecting, designing, and adapting instruction for diverse student populations. The course also emphasizes classroom and sport/field management skills and safety as they relate to physical education instruction.
SEC 540	Science Content and Curricular Knowledge	3	This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for diverse student populations.
SEC 541	Visual Arts Content and Curricular Knowledge	3	This course explores the theory, application, and strategies of teaching the visual arts for single-subject teacher candidates. Candidates identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course also emphasizes classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
SEC 545	Secondary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

SEC 583	Secondary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 586	Secondary Clinical Practice A	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 587	Secondary Clinical Practice B	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 590	Secondary Student Teaching Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

SEC 595	Secondary Student Teaching Part B	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.
SEC 596	Secondary Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 598	Secondary Student Teaching: Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 599	Secondary Student Teaching: Part B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

SEI 300	Structured English Immersion	3	This course will introduce students to the concept of and methods for instructing English learners in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of SEI and the English Language Proficiency (ELP) Standards. The Arizona Language Development Approach (LDA) and SEI models are introduced, including language development and acquisition learning theories. Additionally, students analyze the identification and assessment process for English learner (EL) eligibility, as well as culturally relevant instructional practices for English learners and family engagement. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 301	Advanced Structured English Immersion Methods	3	This course addresses Structured English Immersion (SEI) instruction and assessment of elementary (K-5) English learners. Students explore appropriate intervention practices and differentiation strategies to support English learners. A comprehensive overview of the alignment of English Language Proficiency (ELP) Standards to the English Language Arts (ELA) Standards (Reading, Writing, Listening and Speaking, and Language) is also a focus, including their application to lesson planning. This course is the second of two courses required to earn a Structured English Immersion (SEI) endorsement, combined with SEI/300. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 500	Structured English Immersion	3	This course will introduce students to the concept of and methods for instructing English learners in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of SEI and the English Language Proficiency (ELP) Standards. The Arizona Language Development Approach (LDA) and SEI models are introduced, including language development and acquisition learning theories. Additionally, students analyze the identification and assessment process for English learner (EL) eligibility, as well as culturally relevant instructional practices for English learners and family engagement. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 503	Advanced Structured English Immersion Methods	3	This course addresses Structured English Immersion (SEI) instruction and assessment of elementary (K-5) English learners. Students explore appropriate intervention practices and differentiation strategies to support English learners. A comprehensive overview of the alignment of English Language Proficiency (ELP) Standards to the English Language Arts (ELA) Standards (Reading, Writing, Listening and Speaking, and Language) is also a focus, including their application to lesson planning. This course is designed to meet the standards set by the Arizona Department of Education.

SEI 504	Structured English Immersion-Elementary	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, the identification and assessment process for English learner eligibility, and culturally relevant instruction. The Arizona Language Development Approach and SEI models are introduced, including language development and acquisition learning theories. Students examine the English Language Proficiency (ELP) Standards and their application in lesson planning. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in elementary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 506	Structured English Immersion - Secondary	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, the identification and assessment process for English learner eligibility, and culturally relevant instruction. The Arizona Language Development Approach and SEI models are introduced, including language development and acquisition learning theories. Students examine the English Language Proficiency (ELP) Standards and their application in lesson planning. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 507	Structured English Immersion - Secondary	3	This course introduces students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of structured English immersion (SEI) foundations, the English Language Proficiency (ELP) Standards, SEI identification, and the application of assessment data to instruction. Students are also introduced to instructional elements and language development of English learners in secondary grades, including language acquisition theories, elements of language, and language domains. Culturally relevant instruction for English learners and family and community engagement are also explored. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 508	Advanced Structured English Immersion - Secondary	3	This course addresses Structured English Immersion (SEI) instruction and assessment of secondary English learners. Students examine the Universal Design for Learning (UDL) framework as an approach to English language instruction for diverse learners. The alignment of English Language Proficiency (ELP) Standards to the Arizona English Language Arts Standards (Reading, Writing, Listening and Speaking, and Language) and their application to lesson planning is also explored. This course is designed to meet the standards set by the Arizona Department of Education.

SMH 591	Creating a Sustainable Health Care Organization	3	This course explores the opportunities and challenges for health administrators as they seek to create organizational environments focused on sustainability. Topics include understanding sustainability in health sector contexts, assessing institutional practices, facilitating culture change, and innovation in the context of health care sustainability.
SMH 593	The Economics of Health Care Sustainability	3	This course examines the economic issues related to the management of resources in the creation and day-to-day operations of sustainability-focused organizations. Topics include cost-benefit analysis of sustainable products, supply chains, and corporate partnerships, as well as sustainability metrics across the health sector.
SMH 596	Issues in Environmental Sustainability	3	This course will explore the impact of sustainability across the health sector. Topics include the evolving strategies that are transforming health technology, regulation, and societal and community interactions. Topics include the use of emerging evidence based knowledge to support environmental sustainability.
SOC 100	Introduction to Sociology	3	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.

SOC 110	Teamwork, Collaboration, and Conflict Resolution	3	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 262	Contemporary American Society	3	Americans have faced challenges since the formation of the country, but what we see as 'problematic' in our society has changed over time. This course examines contemporary American society and the social problems that challenge its individuals and institutions. Using sociological perspectives, students identify and examine causes, effects, and potential solutions to social problems that touch our families, our communities, and our work.
SOC 315	Cultural Diversity	3	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
SOC 335	The Peoples and Cultures of Asia	3	This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.

SOC 337	Contemporary Latin American Society	3	This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338	The African American Experience	3	This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture, and the inequalities African Americans face in popular American culture. Race, class, and gender of the African American people will be explored from a historical to modern-day perspective.
SPAN 110	Conversational Spanish I	3	SPAN/110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar with an emphasis on the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 114	Conversational Spanish II	3	SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.

SPAN 520	Spanish for Educators, Basic	3	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 521	Spanish for Educators, Intermediate	3	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.
SPE 300	Orientation to the Exceptional Child	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
SPE 300CA	Orientation to the Exceptional Child	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.

SPE 512	Special Education Assessment and Interpretation	3	This course focuses on the task of assessing the exceptional learner and diagnosing his or her strengths and needs. The course will examine the common tests and evaluation systems used in public school special education and their relationship to writing and monitoring an IEP. Emphasis is placed on the continuous use of assessment, specific diagnostic procedures, and the evaluation of data as part of the instructional process.
SPE 513	Orientation to the Exceptional Child	3	This course provides an overview of special education and the characteristics of exceptional learners. Candidates are introduced to special education laws and their implications for identification and eligibility, service delivery options, and the Individualized Education Program (IEP). In addition, the use of technology, collaborative practices, and transition planning requirements are examined. Candidates will also reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
SPE 514	Survey of Special Populations	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 514CA	Survey of Special Populations	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

SPE 544	Characteristics of Emotional & Behavioral Disorders	3	This course examines the characteristics and instruction of learners with emotional and behavioral disorders (EBD). Emphasis is placed on assessment and legal requirements, learner characteristics, and research-based teaching strategies. Included is an examination of functional behavior analysis, positive behavior intervention supports, and the use of proactive and preventive classroom management systems.
SPE 556	Characteristics of Physical & Health Disabilities	3	This course examines the characteristics and instruction of learners with physical and health disabilities including individuals with sensory, orthopedic, and other health impairment (OHI). Attention is given to federal and state regulations as they pertain to assessment, eligibility, and the provision of special education services within the schools. Service delivery options, curriculum and program models, and appropriate supports and accommodations will be also be examined.
SPE 558	Transition Planning for Adolescents with Disabilities	3	This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.
SPE 559	Characteristics of Learning Disabilities	3	This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.

SPE 574	Characteristics of Intellectual/Developmental Disabilities	3	This course examines the characteristics and instruction of learners with intellectual and developmental disabilities, including traumatic brain injury (TBI). Emphasis is placed on learner characteristics, instructional strategies, assessment measures, and technology integration. Supports, accommodations, and curricular modifications will be analyzed among various service delivery options.
SPE 575	Inclusion Strategies of the Special Educator	3	This course examines the roles of special educators when including students with disabilities in general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 576	Characteristics of Autism Spectrum Disorders	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with autism spectrum disorders (ASDs). It is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
SPE 577	Special Education Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

SPE 578	Models, Theories and Instructional Strategies for SPE	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
SPE 584	Learning Disabilities and Language and Development Disorders	3	This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on instructional strategies, assessment, and language intervention strategies. Technology supports for exceptional learners, ethical practices, and professional learning collaboration strategies are also explored.
SPE 594	Special Education Student Teaching: Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SPE 595	Special Education Student Teaching: Part B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

SPE 596	Special Education Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SPED 530	Introduction to Learners with Special Needs	3	This course provides an overview for working with exceptional learners ages 3 to 21 years in educational settings. Participants examine varied areas of disabilities and common characteristics supporting effective implementation of specially designed instruction within individualized education programs (IEPs) for students with special needs. Historical perspectives, special education law, and current policies are also examined. Participants learn best practices and supports for student academic and personal success across grade levels, including IEP development and family-school partnerships.
SPED 531	Special Education Teaching Methods	3	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as: instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.
SPED 532	Special Education Assessment	3	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.

SPED 533	Mainstreaming and Inclusion	3	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.
SPED 534	Speech and Language Disorders	3	This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.
SPED 535	Overview of Severe Disabilities	3	This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.
SPED 536	Transition Planning for Adolescents with Disabilities	3	This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families, and the community.

SPED 537	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 538	Special Education in Early Childhood	3	This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.
SPED 557	Collaboration with Families of Students with Disabilities	3	This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
SPED 560	Teaching Learners with Disabilities	1	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.

SPED 591	Characteristics of Exceptionalities	3	This course examines the education of students with mild disabilities. Special emphasis is placed on mild disabilities including intellectual and developmental disabilities, emotional disturbance, and specific learning disability. The etiologies, learning characteristics, and key legislation related to these mild disabilities will be discussed. Students will also explore educational planning considerations, methods of instruction and assessment, service delivery models, and effective behavior management techniques.
STEAM 506	Steam Education: Curriculum and Instruction	3	This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.
STR 581	Strategic Planning & Implementation	3	This capstone course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create a sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation and evaluation, and risk management.
STRCB 581	Strategic Planning and Implementation	3	<p>This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.</p> <p>Competency 31: The student will evaluate sustainable competitive advantages for an organization through a SWOT analysis.</p> <p>Competency 32: The student will develop business strategies to create sustainable competitive advantage for an organization.</p> <p>Competency 33: The student will justify an organization's strategic plan to gain stakeholder support.</p>

SUS 300	Environmental Sustainability	3	Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.
SWRK 200	Introduction to Social Work	3	This course introduces students to the foundations of social work and social justice. Students examine the history, philosophical foundation, and theoretical perspectives of the profession of social work and come to understand the nature and causes of major social welfare issues.
SWRK 210	Social Problems and Programs	3	This course provides an in-depth perspective of social problems and programs. Students develop an understanding of social welfare and the effects of sociopolitical policies on marginalized populations. Students examine the link between special populations in terms of neglect and abuse, as well as the relationship between the social welfare system and the legal system in relation to the enforcement of victims of abuse laws.
SWRK 220	Professional and Ethical Behaviors for Social Work Practice	3	Social workers are held to an advanced level of professionalism through a code of ethics and practice standards. Students learn how to adhere to these ethical and legal aspects in their work, maintain proper self-care, and be supportive of their discipline's role and responsibilities, which relies on respecting client self-determination, human rights, multiculturalism, and ethnic diversity.

SWRK 301	Communication Techniques	3	This course provides students with advanced-level knowledge of interviewing, intervention, assessment, and documentation skills needed to perform social work practice. Students develop skills in verbal and written communication and examine the importance of effective documentation from a social and legal perspective.
SWRK 310	Human Behavior and the Social Environment I	3	This course prepares students for the challenge of intimate working relationships. Students gain an understanding of human growth and development across the lifespan, applying developmental psychological theory and ecological perspectives to the family and individual lifecycles within a multi generational cultural context. Students also learn about the lifespan development approach, with a multidisciplinary perspective of human development. Trauma, loss, grief, violence, homelessness, changes in lifestyle, and gender issues are specifically examined. The philosophical, cultural, medical, psychological, and spiritual aspects of life are explored, as well as the differences in working with children, adolescents, and adults and the assessment of complicated grief reactions.
SWRK 320	Social Welfare Policy and the Law	3	This course focuses on the relationship between political and economic forces and social work policy, as well as how existing laws affect social work practice and social justice initiatives within social work.
SWRK 330	Social Work Practice: Individuals and Families	3	This course prepares students for social work practice with children, adults, and families. Students integrate the knowledge gained in previous program coursework into the practice of effectively working with families and examine the effect of cultural norms on the family system.

SWRK 340	Social Work Practice: Groups	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at the group level, as well as how to assess group needs and identify resources for a group. Students gain professional skills for initiating change in groups; understanding issues of social stratification; and managing group conflict, resistance to change, and methods for overcoming resistance.
SWRK 345	Social Advocacy: Child Endangerment and Global Factors	3	Social work encapsulates individuals working to support a profession concerned with domestic and global social issues that children face. This 5-week course prepares students for the difficult task of assessing, reporting, and treating child abuse.
SWRK 350	Social Justice and Diversity in Social Work	3	Students learn to advocate for human rights and social justice, exploring diverse strategies for working with groups that may be oppressed due to race, ethnicity, culture, age, gender, sexual orientation, ability, economic status, or other factors. Students learn to recognize how a society's structures and values may oppress, alienate, or marginalize diverse segments of the population.
SWRK 360	Social Work Practice: Communities and Organizations	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at community and organizational levels, as well as how to assess community needs and identify community resources. Students gain professional skills for initiating change in organizations and communities, understanding issues of social stratification, conflict, resistance to change, and methods for overcoming resistance.

SWRK 380	Applying Social Work Practice Skills	3	Students build on their professional values, ethics, principles, practice methods, and strengths-based skills learned in the Social Work Practice courses. Students gain an understanding of the application of advanced social work skills.
SWRK 390	Social Welfare Policy Application	3	Social welfare policies and legislation are explored in terms of historic rationale, implementation, and effectiveness. Students gain an understanding of concepts and frameworks for analyzing social welfare policies and programs, including their effects on oppressed and at-risk populations. Students recognize the role of social workers as agents of change and learn to advocate for social welfare policies that improve the lives of individuals, families, and groups.
SWRK 400	Research and Evaluation in Social Work Practice	3	The fundamental concepts of research design, data integration, project implementation, and evaluation are taught in this course. Students are expected to communicate their findings by demonstrating the learned components of a sound scientific method of inquiry and annotating peer-reviewed literature for the purpose of service evaluation, professional contribution, and introductory program development.
SWRK 405	Field Education I	3	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.

SWRK 420	Field Education II	3	A continuation of SWRK/405, this course provides 15 additional weeks of supervised generalist practice within the community.
SWRK 421	Human Behavior and the Social Environment II	3	This course prepares students for the challenge of macro-level working relationships. Students gain an understanding of the functioning of people within organizations and communities and the groups that compose them. Applying a social psychological perspective to group dynamics, utilizing an ecological and interactionist framework for studying human behavior in a macro setting. Students also learn to infuse the empowerment perspective within an ecosystem framework. The student will explore matters pertaining to globalization with attention to the social environment and environmental justice, as applied to the interrelationship between nature and society. The relationship between spiritual concepts, the natural realm, and the inclusion of restorative justice and human rights are also discussed.
SWRK 425	Field Education Block	6	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework in a supervised generalist practice placement within the community. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.
SWRK 430	Social Work, Welfare, and Policy: Connections	3	Social work practice integrates social welfare theories with policy analysis in the context of a wide range of settings. Implicit in the social work approach is the commitment to economic and social justice. Students learn how to leverage their integrated approaches to affect the high level of interdisciplinary practice they must perform.

SWRK 460	Integration of Social Work	3	This course provides a comprehensive review and synthesis of all social work content areas within the generalist framework, including ethics, critical thinking, diversity, human rights, social and economic justice, research, policy, and practice.
SWRK 470	Social Work Capstone and Portfolio	3	This course is the culmination of students' undergraduate work, a full integration of knowledge, skills, language, and practice exemplary of a social worker prepared to enter the workforce as a general practitioner. The capstone is an individual project that demonstrates the student's readiness for matriculation, which signifies that the student can manage the demands of client work, continuing education, all the ethical and legal standards involved, self-care, advocacy, and basic research and evaluation.
TCH 501	Teaching Methods: Elementary Art	3	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
TCH 502	Teaching Methods: Elementary Language Arts	3	This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

TCH 503	Teaching Methods: Elementary Mathematics	3	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.
TCH 504	Teaching Methods: Elementary Science	3	This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.
TCH 505	Teaching Methods: Elementary Social Studies	3	This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
TCH 510	Secondary Teaching Methods	3	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.

TCH 511	Teaching Methods: Secondary Art	3	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management, and using technology in the art classroom are also explored.
TCH 513	Teaching Methods: Secondary Mathematics	3	This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.
TCH 514	Teaching Methods: Secondary Science	3	This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
TCH 515	Teaching Methods: Secondary History/Social Studies	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

TCH 533	Teaching Methods: Mathematics Assessment	3	This course promotes the understanding of theories guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop, and evaluate assessment tools aligned to Common Core State Standards in the K-8 mathematics classroom. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive, and supportive feedback serves as a meaningful instructional tool for students.
TCH 543	Teaching Methods: Remedial Mathematics	3	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.
TECH 510	Using Apps in the Classroom	1	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.
TECH 511	Using Google Tools in the Classroom	1	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.

TECH 519	Using Social Media in the Classroom	2	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.
TECH 520	Multimedia for Educators	2	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.
TECH 522	Technology Integration for Educators	3	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student-centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.
TECH 524	Technology Survival for Educators	3	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.

TECH 525	Becoming a Connected Educator	3	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.
TESOL 570	Foundations of Instruction	3	This course is designed to introduce participants to the history, law, and theory of education for English language learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education. Participants also develop programs, instruction, and materials for English language learners. Issues associated with the interdependent relationship between teaching and assessments are also addressed.
TESOL 571	Instructional Techniques and Methods	3	This course prepares K-12 educators to use effective instructional techniques, methodology, and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education, and parental involvement as related to English language learners are also explored.
TESOL 572	Assessment	3	This course provides K-12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing, and program interventions. Communication principles and the role of parents as related to assessment are also explored.

TESOL 573	Applied Linguistics	3	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology, and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 574	Cross-Cultural Communication	3	This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity, and technology as related to cross-cultural communication are also addressed.
TESOL 575	Teaching Reading and Writing	3	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.
TEST 105	Test Course Only 105	3.76	Test Course Only 105

TEST 888	Test Title	3	This course is a study in Java™ programming. It covers topics around Java™ building blocks, operators, core APIs, methods and exceptions. These topics are closely aligned with Oracle® Certified Associate Java™ SE examination.
TPA 100	TPA Planning and Instruction	1	This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on Task 1 of the edTPA final project, which addresses requirements and expectations for edTPA, academic language, and planning instruction.
TPA 200	TPA Instruction and Assessment	1	This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on understanding the edTPA process and Tasks 2, 3, and 4 of the edTPA final project, which addresses teaching planned lessons, assessment, and evaluation.
VCT 231	Video Communication Fundamentals	3	This course introduces the tools and techniques used in video postproduction. This includes examining postproduction workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.

VCT 236	Introduction to Image Editing and Formatting	3	This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.
VCT 241	Electronic Publishing Fundamentals	3	This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.
VCT 251	Graphic Design and Illustration Fundamentals	3	This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.
VCT 305	Digital Design	3	This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various media; including print, video, web, and mobile platforms.

VCT 330	Image Editing with Photoshop	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop® CC™ certification exam. Topics include: Photoshop® fundamentals; using Adobe® Bridge; using Camera Raw; editing images; using selections, layers, filters, vector tools, and adjustments; and outputting for web and print.
VCT 360	Electronic Publishing with InDesign	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CC certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.
VCT 390	Video Communications with Premiere Pro	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.
WEB 240	Web Design Fundamentals	3	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language (HTML), scripting, and presentation technologies to create websites. Topics may include HTML5, Cascading Style Sheets (CSS), JavaScript, website hosting, site publication, site maintenance, and search engine optimization (SEO).

WEB 401	Web Development	3	This course covers topics such as designing dynamic web pages and an introduction to Java™ and Java applets. Emphasis is placed upon the appropriate use of web programming tools.
WEB 407	Advanced Web Development	3	This course focuses on existing and emerging web development technologies. Topics include specialized web markup languages, server-side backend databases, server-side programming, web services, enterprise web development, and web applications.
WEB 436	Mobile Commerce	3	This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics, and emerging technologies.
WEB 437	Web Commercialization	3	Successful commercialization of any technology requires not only a good technical understanding, but also a basic foundation that covers bringing the product to market by first developing a solid business plan. Topics of this course include strategy and e-commerce planning, e-commerce tools and techniques, marketing strategies, analytics and security.

WRIT 310	Creative Writing: Personal Essays and Creative Non-Fiction	3	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 320	Advanced Composition for the English Major	3	This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.
WRIT 350	Writing for Social Media	3	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.

2021-2022
UNIVERSITY OF PHOENIX
SACRAMENTO VALLEY REGION
ACADEMIC CATALOG
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December 1, 2021
(see addenda pages for a summary of updates added by month)

“As we move to meet the educational needs of working adults in a mobile society, our conception of the university must extend beyond place and embrace process. An adult university cannot be campus bound, rather its borders must be defined by the lives of its students.”

Dr. John G. Sperling
Founder

Although this location is no longer accepting new student enrollments to attend at this campus location, you can enroll in any of our online programs! New students can choose from 100+ programs to take online and fit higher education into their busy lives. See which UOPX program can help you meet your career goals.

Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification. Unless specifically stated otherwise in a particular Catalog policy, in the event of any inconsistency or conflict between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence. The University of Phoenix is not responsible for information or claims made by individuals not affiliated with the University that is contrary to University of Phoenix published material.

California Campuses

The University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Housing Information: The University of Phoenix does not offer any form of student housing at its locations. The University has no dormitory facilities under its control; specific housing cost information for the below four metropolitan areas covered by the Sacramento Valley Main Campus is available via the U.S. Housing and Urban Development (HUD) department's Fair Market Rents (FMR) program. As per the site, the following metropolitan area shows the estimated range for housing expenses for a one bedroom to a four bedroom home as follows:

Metropolitan Area Name	Range: One Bedroom - Four Bedroom
Sacramento - Arden-Arcade - Roseville, CA	\$1,228 - 2,625

University of Phoenix does not have any formal program or responsibility to find or assist students in finding housing.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, <http://www.bppe.ca.gov/>, telephone (916) 431-6959, (888) 370-7589

Catalogs are provided upon request and are also available in printable electronic format on phoenix.edu

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported Clery Act crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes information on the sex offender registry, institutional policies and programs concerning alcohol and other drugs, crime prevention measures, the reporting of crimes, sexual assault, domestic violence, dating violence, stalking and other related matters. The annual security report is available at https://www.phoenix.edu/about_us/campus-safety.html. If you'd like a paper copy of the report, please contact a Campus Safety Coordinator to request one.

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON DECEMBER 1, 2021

GENERAL POLICY UPDATES

- The California Housing Information has been updated. (see COVER AND PREFACE)
- The Consumer Information section was updated. (see CONSUMER INFORMATION)
- The Facilities section was updated. (see FACILITIES)

PROGRAM POLICY UPDATES

- The Program Purpose was updated for the BSIOP. (see UNDERGRADUATE PROGRAMS - COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES)
- The Domains and Courses section was updated for the MHA-CB. (see GRADUATE PROGRAMS - COLLEGE OF HEALTH PROFESSIONS)

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UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

In 1976, the leading edge of the Baby Boom generation was just turning 30. That same year saw the introduction of the first personal computer, the Apple I -- an event that signaled the birth of a new economic system in which intellectual capital would eventually supplant industrial might as the dominant economic force. These milestones marked the beginning of a sea of change in higher education, though many (perhaps even most) within that system did not recognize it at the time.

Considered together, these phenomena suggested that the jobs that would make up the workforce of the future were only just beginning to be created or imagined. In order to fill those jobs, the bulk of the new workforce would require higher-level knowledge and skills than those needed in a manufacturing economy. At the same time, the largest-ever age cohort of the population, adult learners, would be going through the stages of life during which they would be most affected by the coming economic dislocation and would need advanced education to adapt to these changes.

It was in this historical context in 1976 that Dr. John Sperling, a Cambridge-educated economist and professor-turned-entrepreneur, founded University of Phoenix. Sperling anticipated the confluence of technological, economic, and demographic forces that would in a very short time herald the return of ever larger numbers of adult learners to formal higher education.

In the early 1970s, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to adult learners who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of the 18-22 year-old undergraduate student. That is not all that surprising, given that the large majority of those enrolled were residential students of traditional college age, just out of high school. According to Sperling adult learners were invisible on the traditional campus and were treated as second-class citizens.

Other than holding classes at night (and many universities did not even do this), no efforts were made to accommodate their needs. No university offices or bookstores were open at night. Students had to leave work during the day to enroll, register for classes, buy books or consult with their instructors and advisors. Classes were held two or three nights per week and parking was at the periphery of a large campus. The consequence, according to Dr. Sperling was that most adult learners were unable to finish a four-year program in less than eight years, or a two-year program in less than four years (Tucker, 1996, p. 5).

Sperling's research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of

Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students. In fact, the majority (74 percent) of all college enrollees have at least one "non-traditional" characteristic, like having one or more dependents or is employed full-time. This focus informs the University's teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners.

Over the past 44 years, the University of Phoenix has been cause-driven, working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling's predictions concerning the innovations higher education would be required to make have come to pass.

Today, roughly 80 percent of part-time undergraduate students and 43 percent of full-time undergraduate students are employed, and approximately one quarter of all students have dependent children. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

Official School Colors

University of Phoenix Official School Colors are University of Phoenix Red and University of Phoenix Platinum.

These are custom colors and proprietary to the University.

Ownership Information

University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Education Group, Inc. ("the Parent"). The Parent's stock is wholly-owned by AP VIII Queso Holdings, L.P., which is owned by Apollo Global Management, LLC and The Vistria Group, LLC. The University's central administration is located in Phoenix, Arizona.

Our Mission Statement

University of Phoenix provides access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations, and provide leadership and service to their communities.

Our Purpose

- To facilitate cognitive and affective student learning-knowledge, skills, and values- and to promote use of that knowledge in the student's workplace.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.

- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling, and student services.
- To be organized as a private institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.
- To generate the financial resources necessary to support the University's mission.

Accreditation and Affiliations

Institutional Accreditation

University of Phoenix is accredited by The Higher Learning Commission (<http://hlcommission.org>).

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1411
Phone: 800.621.7440 | 312.263.0456 | Fax: 312.263.7462
<http://hlcommission.org>

Program Accreditation

College of Business and Information Technology and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the College of Business and Information Technology:

- Associate of Arts with a concentration in Accounting Fundamentals*
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy*
- Doctor of Business Administration
- Doctor of Management

**These programs are not available for new enrollment.*

For additional information, visit acbsp.org.

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

College of Nursing Programs

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs* (Hawaii-specific) are accredited:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs* (Utah-specific) are accredited:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

**These programs are not available for new enrollment.*

For additional information, visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona and California. Individual programs vary by state, and not all programs are available at all locations or in both online and local campus modalities.

College of Social and Behavioral Sciences and Counseling Programs

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah Campuses are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
(703) 535-5990

The Master of Science in Counseling/School Counseling at Utah Campus program is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

For additional information, please visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

Bachelor of Science in Social Work (BSSW) achieved candidacy for accreditation by the Council on Social Work Education's (CSWE) Commission on Accreditation in 2017. Candidacy for a baccalaureate social work program by the CSWE's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain candidacy in or after the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains initial accreditation (CSWE, 2019, FAQ). Candidacy is a multi-year process, and attaining candidacy does not guarantee that a program will eventually attain initial accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Affiliations

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the American Association for Higher Education, the Council for Adult and Experiential Learning, the College and University Personnel Association, Post-Secondary Electronic Standards Council, the Pacific Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, and the National Association of Veterans Program Administrators. Additionally, the University maintains memberships in various professional, program specific organizations.

Academic Programs, Facilities and Instructional Personnel Information

Academic program offerings and instructional facilities vary according to geographic area and delivery mode at the local campus or online modality. Not all programs are available at all locations.

Academic Programs

University of Phoenix offers undergraduate and graduate programs in business and management, information systems and technology, security, criminal justice, nursing and health services administration, social sciences, humanities and sciences, and education. Detailed information regarding academic programs offered at specific instructional facilities is located at <http://www.phoenix.edu/programs/degree-programs.html> and the appropriate Academic Catalog at <http://www.phoenix.edu/programs/degree-programs/academic-catalog.html>. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program-specific information.

Academic Program Improvement

University of Phoenix pursues a strategy of continuous improvement in relation to its academic programs. This strategy is implemented through assessment processes designed to measure student learning at various levels within the University. Multiple direct and indirect outcomes-based assessment and evaluation measures are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Resulting data is used to evaluate and improve academic programs and enhance the overall academic experience.

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the students, faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability.

The process for outcomes-based assessment of student learning uses the Plan, Do, Check, Act model of continuous improvement. By utilizing this model to guide assessment processes, the colleges design programs with clear measurable outcomes aligned to specific job skills based on employment data and scaffolds learning so students have sufficient opportunities to demonstrate the outcomes; systematically gather evidence of student learning through data analytics and qualitative feedback; analyze and interpret assessment learning results using insights from faculty; and use assessment findings to improve student learning.

Academic Programs

Undergraduate and graduate programs at University of Phoenix are offered in arts and sciences, business and management, communications, criminal justice and security, education, health administration, human services, nursing, psychology, and technology. Undergraduate students are required to complete general education requirements that are distributed across traditional liberal arts categories and interdisciplinary components. General Education requirements are described in greater detail in the Undergraduate Programs section of the catalog. Not all programs are offered at all campuses. Specific programs offered are listed later in this catalog.

University Library

The University of Phoenix Approach to Library Services

The University of Phoenix Library uses current information technology to provide relevant and timely information in support of the learning process. The library users are "knowledge workers" and busy working adults who need to develop the ability to access and utilize digital information. The online distribution of scholarly resources provides functional access to the kinds of information our library users will expect to use throughout their academic programs and careers.

The core of our library is an array of electronic resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our numerous resource subscriptions, the library facilitates user education, offers document retrieval and interlibrary loan services, and provides research guidance.

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members. University Library users enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

What is in the University Library?

Access to eBooks, reference materials, scholarly journals, and periodicals all selected for their relevance to each University of Phoenix degree program are contained within the University Library.

Financial reports on public companies and a variety of directories and other reference publications are also available. In addition, the University Library has a collection of multimedia available, including videos, images, and audio files, on a variety of topics. Many of the resources found in the University Library are academic materials are made available through license agreements with content providers; this content is not generally available to the general public through open websites.

Getting Started with the University Library

To get started using the University Library, students and faculty members should follow these steps:

- Visit the student and faculty website <http://my.phoenix.edu>
 - This is the same website used to obtain course modules, grades, and other University of Phoenix resources and services. A link to the Library is on the main page.

Electronic Reserve Readings

In addition to the University Library resources for research by topic, University Library staff members also maintain Library Reserve Readings for individual courses. These pages provide direct links to content relevant to the course curriculum. Access to Library Reserve Readings, when available, are listed on the course page within the student portal.

Additional Resources for Help

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available within the Library's collection. Specific timelines and rules apply to this service.
- The Research Databases (<https://library.phoenix.edu/az.php?>) section provides detailed information on the library's collection.
- Resource recommendations by subject can be found by utilizing our Subject Guides on the library homepage.
- The How Do I Guides available in the Library contain in-depth guidance on common research questions and operating procedures.

How to Contact the University Library

Student Technical Support 1-877-832-4867

Email library@phoenix.edu

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the our Research Database link on the library's main page.

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

The mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals. As a result, the University's teaching and learning model is grounded in the theoretical and empirical literature of learning and cognitive psychology. The University employs best practice from recent education literature, as well as best service practices that enhance the academic experience for students who are new to higher education. This combination increases student retention and successful degree completion.

Active Learning

The model is based first on the assumption that the learner's active involvement in the learning process is essential to good practice. Thus, in all modalities University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the development of academic and professional competence. By involving students in a variety of learning activities, respect is demonstrated for diverse ways of learning and knowing. Interaction and participation in classes and Learning Teams is expected of those students in the bachelor and master degree programs. Students pursuing an associate degree online (excluding AACR & AAPF) are involved in collaborative learning activities, and a small number of courses may require participation in formal Learning Teams.

Collaboration

The effectiveness of cooperation and collaboration in enhancing learning is well and widely documented. Structures that encourage and facilitate collaboration are central to the University's teaching and learning model. Working students frequently come to formal learning activities with greater life and work experience. This means that learners themselves can be invaluable resources in enhancing their own and others' learning. Traditional pedagogy emphasizes a top-down, vertical transfer of information. Students with rich and varied experience find benefit in instructional practices that encourage collaboration. This adds a robust horizontal dimension to the learning exchange as students teach and learn from one another. Good practice in education capitalizes on this dimension to the students' advantage.

Emphasis on Application and Relevance

There is wide agreement in the literature that students learn best when bridges are built between new knowledge and the learners' experience. Practices that encourage reflection and application are based on the recognition that a learner's experience provides a context through which he or she is more able to construct meaning from new information. It also makes learning relevant to the learners. In University of Phoenix courses, students' experiences and current circumstances are interwoven with subject matter in class discussions as well as in individual, team and other collaborative assignments. Real-world relevance is critical to basic comprehension as well as to maintaining student interest. Students very often say they are able to apply at work the next day what they learned in class the night before.

University Learning Goals

The University's faculty leadership, in collaboration with consultants from the National Center for Higher Education Management Systems, has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:

- Professional Competence and Values
- Critical Thinking and Problem Solving
- Communication
- Information Utilization
- Collaboration

The intent of the University's learning goals is to help all University graduates attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degrees or credentials they are earning, while developing competence in essential intellectual and social processes that will enable graduates to practice their professions successfully.

Curriculum

The University's curriculum is faculty-developed and centrally managed by a team of college staff and instructional designers with objectives and outcomes that are carefully defined. Individual instructors have the responsibility to expand and enhance the basic curriculum by augmenting it with current resources and practices. The curriculum is under continual content and quality review.

Awarding Credit Hours

.....

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. One Carnegie hour is defined as 50 minutes of faculty directed or student directed activities. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks.

The curriculum at University of Phoenix (UOPX) is faculty-developed and centrally managed. Instructional strategies include the use of synchronous and asynchronous activities inside and outside the online and/or physical classroom and are designed to be outcome focused and engaging. To ensure the appropriate level of curriculum coverage and rigor, students are required to participate in weekly classroom-based learning activities including direct faculty instruction and collaborative activities, and/or additional hours of faculty-directed student engagement using a variety of instructional strategies and online learning activities, which are designed to support the course topics and objectives.

The table below summarizes the minimum required number of hours of faculty-directed (instruction) and student directed (homework) learning activity engagement for each credit award value at all credential levels. Additionally, the table includes the minimum course duration (in weeks) for each credit value necessary for faculty to effectively cover course content, and for students to reasonably assimilate the information, based upon federal guidelines and commonly accepted practices in higher education. All courses which award college credit shall conform to these minimum required hours.

University of Phoenix College Credit Bearing Course Recommendations

Credits	**Minimum required faculty-directed classroom-based hours	**Minimum faculty recommended hours for student-directed homework (includes reading, research, study time, and assignment development)	**Minimum hours	Minimum required duration of course in total weeks
1	15	30	45	2 (*22.5/week)
2	30	60	90	4 (*22.5/week)
3	45	90	135	5 (*27/week) 6 (*22.5/week)
4	60	120	180	7 (*26/week)
5	75	150	225	9 (*25/week)

*Average hours per week, assumes student is generally taking one class at a time

Doctoral residencies, laboratory work, internships, practica, studio work, student teaching, clinical hour, and other course formats as established by the University may deviate from the minimum required duration of a course in total weeks. However, alternatives of these course types leading to the award of credit hours must still reflect at least an equivalent amount of work (i.e., time on task) as outlined in policy.

Program length is determined by faculty in accordance with common practice among institutions of higher education. The following list reflects the minimum number of credits generally required at each credential level.

Degree Level & Minimum Total Semester Credits:

- Associate Degree: 60 credits
- Bachelor's Degree: 120 credits
- Master's Degree: minimum 30 credits beyond the Bachelor's Degree
- Ph.D. or Applied Doctorate: minimum 30 credits beyond the Master's Degree

Access and Convenience of Time and Place

The University's goal is to make access to programs and services available to all those who wish to avail themselves of them and to work to completion of a degree program.

University of Phoenix campus-based programs are offered at times and in places that are convenient to adult learners. Classes are held primarily in the evening and on weekends when learners are most likely to need access. Wherever possible, campuses and learning centers are located at strategic locations near major freeways and thoroughfares that permit convenient access.

Access in the 21st Century means many different things. To the student in rural America or the working parent with children at home, access may be possible only through an Internet connection. Those students usually work toward their degrees through courses offered online or via FlexNet®, a combination of classroom and online learning.

Program Format

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. Classes delivered via the online modality meet asynchronously throughout each course week. Campus-based classes meet once per week for four (4) hours. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University's low student/faculty ratio and class size that average 17-23 students at the Online campus and 7-11 students at local ground campuses facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time. This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

Class Size

Minimum and maximum class size may vary by college, course, and location. Some colleges may determine a specific minimum and maximum class size given the curriculum and learning model.

Learning Teams

In addition to regular course instructional sessions, bachelor's and master's level students may work in Collaborative Activities, including Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. Collaboration is an essential design element in the University's teaching and learning model -- an ability expected of employees in information-age organizations and one of the University's primary learning goals. Due to the unique teaching and learning model and objectives, students enrolled in an associate degree program at online (excluding AACR & AAPF) usually do not participate in Learning Teams, but are encouraged to collaborate and participate in classroom assignments.

All students enrolled in degree programs and/or designated certificate programs using the collaborative learning team model must meet learning team attendance policies. Teams may meet in person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums. Students must indicate their participation in the learning team meetings and/or assignment deliverables. Students are expected to actively participate in the team's activities. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of the student portal. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishment of team goals.

Technology Enhanced Courses

Some University courses are 'technology enhanced' courses. These courses (designated with a 'T' at the end of the course ID) differ from courses in the standard University of Phoenix format in that they employ the use of adaptive learning diagnostics at the beginning of each week of class to identify existing knowledge and knowledge gaps regarding the week's course content. Students then spend the week engaging in specific learning activities designed to fill in those knowledge gaps in a courseware platform outside of the online classroom. These frequently include auto-graded activities that provide students with instant feedback. The class size in a technology enhanced course is larger than for standard University of Phoenix courses. In order to effectively manage the discussion in these larger groups, students are placed into learning teams. Learning teams in a technology enhanced course differ from learning teams in a standard University of Phoenix course in that they serve as discussion communities only and do not require students submit learning team assignments for points.

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals and leaders in other professional arenas. A listing of faculty may be obtained at each local campus and/or in the appendix pages at the end of this catalog. Faculty Lists are also published for each college and school on www.phoenix.edu.

Employee Screening

Subject to the requirements of federal, state, and local law, all external candidates who receive an offer of employment with the University must have a background check completed with the University.

Student Technology Recommendations and Competencies

In an effort to assist students with adequate preparation for their coursework at University of Phoenix, technology recommendations and competencies have been established.

Students will need to access and use the hardware and software as described below. Additional recommendations and competencies may be required for particular courses or programs. Students using software and hardware other than that recommended must still meet the technology competencies. Please note that, due to the rapid rate of change in information technology, hardware and software competencies will be updated on a regular basis. Some courses in the College of Business and Information Technology may require additional software.

Technology Recommendations

Hardware and Peripherals

You must have reliable access to a personal computer or utilize technology at one of our campuses or student resource centers that meets the following specifications.

- An Intel i3 or AMD Ryzen 3 processor or better recommended.
- 8 GB RAM or greater recommended
- A high speed internet connection with a recommended connection speed of 25 Mbps or better.
 - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials.
 - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
- Keyboard and Mouse is recommended
- Speakers/Headphones and Microphone
 - A noise-cancelling headset is recommended.
 - Public access computers may not permit usage of speakers, headphones or microphones.
- A web camera capable of video web conferencing
 - Public access computers may not permit usage of web cameras.

A DVD/CD-ROM drive may be needed to install software in select courses

Software and Applications

You will need a computer with Microsoft® Windows or Apple® Mac OS and familiarity with the following items:

Operating System

	Recommended
Microsoft® Windows	Windows 10 or higher
Apple® Mac OS X	Latest Version

Microsoft® Windows may be required for some software to work in various courses

Web Browser

Windows	Recommended
Google® Chrome	Latest Version
Mozilla® Firefox	Latest Version
Microsoft® Edge	Latest Version
MAC OS	Recommended
Apple® Safari	Latest Version
Google® Chrome	Latest Version
Mozilla® Firefox	Latest Version

The University of Phoenix only supports the browsers listed above.

Please note that newer browser versions incorporate security fixes and newer technologies, which may often lead to a better user experience. Current browser versions are highly recommended when the option is available.

Additional Software

- Microsoft Office is required; Microsoft Office 365 is provided free of charge to all active students.
- An up to date installation of Adobe® Reader
- A current anti-virus and / or security suite application is recommended but not required.

Some courses may require the following software provided by the University through the Classroom. This software requires Microsoft Windows

- Microsoft® Visio
- Microsoft® Project

Mobile Devices

Students are required to have reliable access to a PC or Mac but may use a mobile device such as a phone or tablet as a secondary means of access.

Access to website functionality and required course materials may be limited on mobile devices.

Computer Accessibility

All students need access to a computer for success in their coursework. The operating systems on most computers already have some features that include these accessibility technologies:

- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition

Accessibility for Operating Systems

Microsoft, Apple, and Google provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft, Apple, or Google website for information beyond the documents provided here. Students may contact the Disability Services Office for questions about accommodations or visit the University's page on accessibility.

College Specific Requirements

College of Business and Information Technology

The College of Business and Information Technology may require access to additional software. Software currently provided by the University on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements in your course. Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

College of Education

The College of Education may require access to additional software and hardware for the purpose of meeting individual state mandates. You may be required to submit video clips during your program to meet assignment requirements, during the student teaching or practicum experience (if applicable) to meet assessment requirements, and near the end of your program to meet licensure requirements. You may be required to purchase or obtain access to relevant software and hardware. Please look for updated software/hardware requirements in your courses.

A minimum Internet upload speed of 2Mbps is recommended to help facilitate the video uploads.

College of Doctoral Studies

The College of Doctoral Studies requires that students bring a laptop computer that meets the above technology requirements to any/all physical residencies or classes.

MyPhoenix: Student Portal

MyPhoenix is a secure multifunctional electronic gateway to numerous student and academic services which includes access to the University Library, class schedules, course materials, the electronic class environment, assignment feedback and grade reports, as well as transcripts. MyPhoenix is accessible 24/7 and requires no special software, and can be accessed from a computer or mobile device with an internet connection. MyPhoenix also acts as a hub to additional student resource sites including the Center for Writing Excellence, Center for Mathematics Excellence, Life Resources Center, and Phoenix Link.

Center for Writing Excellence: An online resource that includes tools to help students with organizing thoughts, formatting and citing papers, checking grammar, learning new language skills, and reinforcing forgotten concepts.

Center for Mathematics Excellence: An online resource that includes live math tutoring and virtual tools for building math confidence.

Library Support: Current students may use the University's Ask a Librarian service to email a staff librarian; responses are sent within six hours, including weekends. Online tutorials help students navigate individual library resources and the overall library site.

Life Resource Center: The Life Resource Center provides access to confidential and complementary services and resources related to life coaching and counseling, including webinars, podcasts, articles, and assessments. Certain services are available a limited number of times, but can be extended for a nominal fee.

PhoenixLink: A suite of career tools where students will find support for their career goals. Students can access career planning and readiness tools. Active degree- and certificate-seeking students can schedule a consultation with a certified career advisor. For details, visit phoenix.edu/career-services.html.

Changes made at the institution are provided to students through catalog updates and other communications available through MyPhoenix including a message center as well as email communications sent to the student's institutional email address.

When students go through the application process to the university, they are provided with information needed to connect to MyPhoenix. Students may also be able to access the electronic class environment where courses are provisioned, assignments are turned in, and exams and class resources are accessed. Each student's MyPhoenix login credentials are unique; and students may not share their login credentials with anyone or they could be subject to Student Code of Conduct violations.

University of Phoenix students attend class on-campus, online, or in a hybrid modality known as FlexNet®. Regardless of modality, all students use the same materials for a specific course, have access to all student resources available on MyPhoenix and the electronic classroom environment. Students turn in assignments by accessing assignment links in the electronic class environment, which can be accessed through MyPhoenix. Discussions and participation during online class weeks are asynchronous, so there is no need to be online at a specific time during each online class week. Class discussions are private, limited to members of the class. University of Phoenix authorizes Deans and administrative staff and faculty in the Colleges, Directors of Academic Affairs, Campus Academic Directors and certain university administrators to review submissions to the electronic class environment and to assign links to assist in the resolution of grade disputes, griev-

ances, and charges of academic dishonesty, as well as to confirm and/or investigate other academic-related issues as necessary.

Classroom Recording Policy

Students may only make audio and/or video recordings of University of Phoenix class presentations, activities, and discussions if they meet one or more of the following criteria:

- The recording is for personal academic use as part of the student's current course and occurs with the prior written consent of the faculty member teaching the class.
- If the recording is for use outside the current course, the student obtains the prior written consent of the faculty member and the FERPA consent of every student who is personally identifiable in the recording.
- If there is a documented University of Phoenix Disabilities Service Office or Title IX authorized accommodation requiring recording of specific parts of a class session.

Faculty may make audio or video recordings of class presentations, activities, and/or discussions if they meet one or more of the following criteria:

- The recording is for sharing with students and school officials who are enrolled or participating in the current course in which such audio or video recording is made.
- If the recording is for use outside of the current course, the faculty member obtains the FERPA consent of every student who is personally identifiable in the recording.
- If there is a documented University of Phoenix Disabilities Service Office or Title IX authorized accommodation requiring recording of specific parts of a class session.

Unless a class recording is made with the appropriate authorization(s) as set forth herein it shall not be copied or shared with others, posted on a website to which others have access, or used or disseminated in any other manner.

Institutional Assessment Policy

A. Assessment is a shared responsibility among University of Phoenix (UOPX) academic leaders, faculty, and administrators. UOPX has created a University Assessment Committee (UAC), granted authority by the Provost. Its purpose is to support a systematic, sustainable assessment process that affords the University an opportunity to continuously improve teaching practice, student learning, and student services; strengthen the University's reputation; and enhance accountability and transparency among its students, faculty and community. UAC includes representation from the colleges (including faculty and administrators), academic affairs, student service and co-curricular areas, Center for Teaching and Learning, Accreditation and Regulatory Compliance, and academic operations.

Assessment of student learning at UOPX is divided between the colleges, Center for Teaching and Learning, and Assessment and Institutional Research. Assessment and Institutional Research ensures a consistent, systematic assessment process that all colleges follow. Faculty within the colleges have a significant role in the assessment of student learning outcomes and the continuous improvement of student learning.

- Assessment and Institutional Research responsibilities include:
 - Ensuring appropriate infrastructure to support assessment
 - Establishing sustainable assessment processes and requirements

- Ensuring faculty have opportunities to engage in the assessment process
- Providing resources, support, and training for assessment activities
- College responsibilities include:
 - Using assessment results to improve program quality.
 - Providing leadership over assessment activities for their programs at local campuses and online
 - Ensuring compliance with regulatory, accreditor, and University assessment requirements
- Center for Teaching and Learning responsibilities include:
 - Developing assessments of student learning for use by faculty in the classroom
 - Following University assessment requirements
- Faculty responsibilities include:
 - Assessing individual student learning within the classroom
 - Assisting in programmatic assessment of student learning, when called upon
 - Serving as content experts and actively participating in assessment planning and processes (faculty subject matter experts and faculty assessment liaisons)

Each student service and co-curricular area is responsible for implementing assessment and is also supported by the Assessment and Institutional Research team within the Office of Institutional Effectiveness. The Assessment and Institutional Research team ensures a consistent, systematic assessment process at the University level that all student service and co-curricular areas follow. Staff have a significant role in assessment and continuous improvement of student services. (R1, R3)

- Assessment and Institutional Research responsibilities include:
 - Ensuring appropriate infrastructure to support assessment
 - Establishing assessment processes
 - Providing resources, support, and training for assessment activities
- Student service and co-curricular area responsibilities include:
 - Participating in University assessment efforts by:
 - Collaborating with Assessment and Institutional Research to develop specific assessment plans
 - Ensuring compliance with regulatory, accreditor, and University assessment requirements

Competency-Based Education Programs and Courses

Competency-Based Education (CBE) Programs: University of Phoenix CBE program offerings are credit-hour programs designed to provide prepared students with an opportunity to pursue a degree at a more accelerated pace and with more flexibility than a traditional program offering. CBE program offerings allow students to demonstrate the appropriate level of mastery of relevant core competencies as a means of earning credit toward a degree. The University's CBE program offerings include the designation "Competency-Based" in the official program name, and CBE courses include the designation "CB" in the course ID prefix.

CBE Courses: Students enrolled in a CBE program are enrolled in up to five courses concurrently. Each CBE course is 16 weeks in length. Each CBE course is made up of a cluster of competencies. Students must demonstrate an acceptable level of proficiency in each competency by completing a competency assessment. Students are allowed three attempts at a competency assessment, and must achieve a grade of ME (Met) or MA (Mastered) for each competency in a course in order to receive an overall passing grade of ME or MA for the course.

CBE Faculty: CBE programs follow the University's established Faculty Model. The Faculty Model provides the University with an experienced team of faculty who are involved in faculty governance and teaching activities. The University's teaching and learning model, Faculty Code of Conduct, curriculum management strategy, overarching educational philosophy, and faculty and student resources to support the teaching model are all integral components of the Faculty Model. Within the competency-based programs, faculty motivate and guide students from orientation to graduation. Faculty will provide guidance and support in academic areas for their assigned students throughout the duration of students' programs.

Faculty are subject matter experts in the content area of the program. Faculty members are content experts in specific competency areas, and they use that expertise to guide students through learning activities to support their academic development. Associate faculty facilitate student learning through synchronous and asynchronous learning activities. They assist students by providing academic resources and support for achieving each learning objective and competency to be mastered, and by providing feedback to students on their learning. Faculty are trained in the use of assessment rubrics to ensure reliability in the assessment of students' competencies.

CBE Academic Policies: Academic policies specific to CBE programs and courses (e.g., attendance, grades, academic standing) are found within the corresponding policies for traditional programs and courses.

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UNIVERSITY POLICIES

Academically Related Activities

Academically Related Activities (ARAs) are used to determine academic engagement, and a student's official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. The following activities that occur on or after the course start date and on or before the course end date will be considered ARAs by the University:

- Discussion posts via Blackboard in a course
- Assignment submissions posted via Blackboard in a course
- Quiz/Exam submissions via Blackboard in a course
- Participation in an interactive tutorial, webinar, or other interactive computer-assisted instruction that is graded and required in a course.
- Participation in a learning team session with one or more other classmates conducted via Blackboard Collaborate, that lasts at least two minutes, excluding faculty-led instruction sessions.
- Learning team discussion posts in the Assignment Submissions section via Blackboard in a course
- Student interactions with faculty regarding academic matters via Blackboard Messages and/or Collaborate sessions
- Physical Attendance verified by a signed attendance roster in local campus courses only

ARAs will not generate in Audited (AU) courses regardless of activity type.

Institutionally Scheduled Break

For all students, the University's winter institutionally scheduled break for the 2021/2022 award year is December 21, 2021 - January 3, 2022.

For students attending a local campus, one or more additional University institutionally scheduled break(s) may apply for University observed holidays for the 2021/2022 award year. For University observed holidays, a one week institutionally scheduled break will be placed on a student's academic record in the event that he/she is enrolled in a course that has been extended at a local campus due to a University observed holiday; the actual dates of the institutionally schedule break will vary based upon the observed holiday. Currently the University observes the following additional holidays: Memorial Day, Fourth of July, Labor Day, Columbus Day, Thanksgiving Day and day following, Martin Luther King Jr. Day, and President's Day.

Course Attendance Policy

Attendance is mandatory in all University courses. Students satisfy course attendance requirements through the activities listed below:

- **Competency-Based Education (CBE):** Students in a CBE course are required to post at least one Academically Related Activity in each course they are concurrently enrolled in, by the end of the second week in order to meet attendance requirements. CBE students who do not post in a course by the end of the second week will be dropped from that course.

- **Academic Engagement Requirement:** In addition to posting positive attendance for each course they are concurrently enrolled in, students in a CBE program must remain academically engaged. Academic engagement in a CBE program is achieved by having at least one Academically Related Activity recorded (see Academically Related Activity policy) in at least one of the courses the student is concurrently enrolled in within their CBE program every 14 days, in alignment with the University's criteria for Active Full Time Enrollment Status. CBE students who have posted positive attendance but who go 14 days without any academically related activities in any one of their concurrently enrolled courses (without an institutionally scheduled break) will be removed from and receive W grades for all courses in which they are concurrently enrolled.
- **Local Campus and In Person Residency:** Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster.
 - Most local campus courses meet four hours per week.
 - Most in person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- **Directed Study:** Students must post one Academically Related Activity during the scheduled class during the online week.
- **FlexNet:** Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during the online class weeks if they post one Academically Related Activity on at least one day during the online week.
- **Preceptorship Clinical Courses:** Students enrolled in preceptorship courses are not required to meet classroom workshop attendance in person as they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member as documented on the attendance roster to record preceptorship progression. Students are responsible for notifying the faculty member prior to the start of the course workshop week if they are no longer engaging in required supervised clinical activity, and plan to withdraw from the course, to ensure attendance is recorded accurately.
- **Counseling Residency Courses:**
 - **Online week:** Students must post at least one Academically Related Activity at least one day during the online week.
 - **Three day residency:** Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in person residency will receive a failing grade for the course.

Unexcused Absence Policy

Unexcused absences will result in an automatic "W" grade if students miss more than the maximum allowed absences. Students who miss equal to or less than the maximum allowed absences by the end of their course will receive a letter grade and will not be eligible to receive a "W". Refer to the chart below:

Number of workshops	Allowed Absences	Absences resulting in Withdrawal (W) grade
1-4	0	1
5-9	1	2
9 (Online associate)	2	3
10-59 (excluding CBE courses)	2	3
60+	9	10

Students in CBE courses will be given an automatic W grade if they have posted at least one academically related activity in the course, but have not exhausted all attempts at any competency assessments when they have been withdrawn from the course.

Students may submit a request for an excused absence prior to or after the missed week of attendance (for courses with a weekly attendance requirement), for one of the following reasons with supporting documentation

- Military deployment
 - Documentation can consist of military orders.
- Required military training
 - Documentation can consist of military training orders.
- Extreme serious illness or hospitalization of student or family member
 - Documentation can include a note from the doctor or release from the hospital. The documentation does not need to contain specifics of the medical condition and/or injury, etc.
- Title IX - Pregnancy and Childbirth
 - A student must be excused for medically necessary absences due to pregnancy, pregnancy-related conditions, or childbirth for as long as the doctor deems the absence(s) medically necessary.
 - Documentation can include a note from the doctor, release from the hospital, and any other documentation that would typically be required for other medically necessary absences.
- Death of a family member
 - Documentation can consist of a copy of the deceased's obituary.
- Jury Duty
 - Documentation can consist of a copy of the jury summons.
- Other extenuating circumstances
 - Students may request an excused absence based on extenuating circumstances, as approved by the University.
- Natural disaster, inclement weather, or emergency situations that require campus(es) to cancel classes.

Leave of Absence

- Students who need to take a formal break from their program must submit a signed, written request for a Leave of Absence (LOA) that includes the date and the reason for the request. All students actively enrolled in certificate and degree programs at the University are eligible to request a LOA.
- Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period, including approved LOA days that occur during a period of time when the student is subsequently withdrawn.
- A LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status, and the request is not due to unforeseen circumstances that occurred prior to the UW status.
- If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA will be denied.
- The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.
- Student must return to the same program of study in which they took the LOA.
- Student must return on the date designated as the Return Date on their LOA Request Form, or the student will be withdrawn from the University.

University Withdrawal

The University Withdrawal policy addresses a student's separation from the University and is applicable to all students enrolled in degree or certificate programs. Students may be officially, unofficially, or administratively withdrawn. When a student is withdrawn, the University records both a withdrawal effective date and a date of determination (the date when the University determined that the criteria for withdrawal was met).

- **Official Withdrawal:** Students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW).
 - The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.
 - The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal effective date or the date the student indicated in their notification to the University of his/her official withdrawal.
 - Students wishing to officially withdraw from the institution may complete the self-service Official Withdrawal automated process via the University student website.
 - Students who wish to rescind their intent to withdraw from the University must participate in an ARA after the effective date provided on the student's Official Withdrawal form.

- **Unofficial Withdrawal:** Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UW) after 14 days of consecutive nonattendance in an ARA determined from University attendance records.
 - The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence, is the last date of attendance in an ARA determined from University attendance records.
 - For a student who fails to return from an approved leave of absence, the University will review the student record on or after the approved LOA end date.
 - For a student who is unofficially withdrawn, the DOD is the 15th day after the last attendance at an academically related activity.
 - For a student who fails to return from an approved leave of absence, the DOD is the day after the student's approved LOA end date.
 - If a student is granted an extension in the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance in an ARA. During this time a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.
 - For a student who is granted an IX grade and does not post an ARA after the IX grade extension end date, the DOD is the day after the student's IX grade extension end date.
- **Administrative Withdrawal:** Students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals (AW).
 - The withdrawal date for students who are AW is the last date of academically attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.
 - The DOD for students who are AW from the University is the date the University decides to administratively withdraw the student.

Academic Program Re-Entry

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from their last recorded academically related activity.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within the program completion deadline, or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within the program completion deadline, based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current program version in their state or jurisdiction.

- Re-entry students who cannot complete their program within the program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry into an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enter a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Holiday Calendar

The University's holiday calendar is listed below.

2020-2021 Holiday Calendar

4th of July	July 4, 2021 - July 5, 2021
Labor Day	September 6, 2021
Thanksgiving	November 24, 2021 -November 28, 2021
Winter Break	December 21, 2021 - January 3, 2022
Martin Luther King Jr Day	January 17, 2022
President's Day	February 21, 2022
Good Friday	April 15, 2022
Easter	April 17, 2022
Memorial Day	May 30, 2022

Course Equivalencies

Equivalent courses are University approved courses that act as an acceptable alternative to a required course, as determined by the applicable college, and may apply to a program in place of that required course. Courses must have substantially similar content, course objectives, and/or learning outcomes. Equivalencies are subject to change based on program update or college need. Equivalent courses must be at the same level or higher than the courses they are replacing and must have the same number of credit hours or higher.

Combination equivalencies are used when the content of two or more courses taken together are deemed to have substantially similar content, course objectives, and/or learning outcomes to the content of one course. Unless stated otherwise, when a combination equivalency is used to satisfy a course, the excess credits from the combination may apply toward the Additional Liberal Arts, Interdisciplinary, and/or Elective requirements for the program.

If all courses needed to satisfy a combination equivalency are not successfully completed, the equivalency will not be satisfied. Students should complete the required course as outlined in the program policy.

When equivalent courses are completed, only the most recently completed course will be counted for credit and GPA calculations. Equivalent courses are subject to the minimum grade requirement for courses applicable to a student's program.

The applicable college may also provide course options that are not direct equivalencies to the required course, but which the college has determined to be acceptable alternatives to a required course for a specific program.

Course Cancellation

University of Phoenix may be required to cancel courses when necessary. In addition, courses may not begin on their scheduled start dates in the event of certain circumstances, such as faculty availability or insufficient enrollment. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course if available. Any payments made for cancelled courses will be refunded or applied to another University course. All attempts will be made to address such cancellations with students as early as possible.

Directed Study

With approval of the campus director of academic affairs or designated appointee, students may complete college-approved courses, as available, via directed study as outlined below:

- **Undergraduate and graduate degree program enrollment:** a maximum of 12 completed credits in the program
- **Doctoral degree program enrollment:** a maximum of 21 completed credits
- **Credit-bearing certificate program enrollment, consisting of four or more courses:** a maximum of 3 completed credits in the program.
- **Deployed active duty military students (local campus only):** a maximum of 15 completed credits per academic year after providing official documentation of the deployment timeframe to their local campus.

As an exception to the program limits outlined in this policy, students in the following programs may complete college-approved courses, as available, via directed study as outlined below:

- **Master of Science in Counseling:** a maximum of 9 completed credits toward a degree program upon approval by the program chair or designated appointee.
- **Doctor of Nursing Practice:** a maximum of 12 completed credits in the program upon approval of the Associate Dean or designated appointee.
- **College of Doctoral Studies post master's certificates:** a maximum of 9 completed credits in the program upon approval of the campus director of academic affairs or designated appointee.

Students enrolled in a competency-based education (CBE) program cannot complete CBE courses via directed study.

Concurrent Enrollment

- Concurrent enrollment is defined as simultaneous enrollment in any two or more University of Phoenix (UOPX) courses. Students enrolled in courses outside the University are excluded from this definition. Courses will be considered concurrent when start and/or end dates overlap.
- Students enrolled in an undergraduate or graduate degree program may not enroll in more than two credit-bearing courses concurrently.
- Students enrolled in a competency-based education (CBE) program may be enrolled in up to five CBE courses concurrently. Each CBE program has a preferred sequence that divides required courses into groups of concurrent courses established by the applicable college. Students in a CBE program should be scheduled for a minimum of four courses concurrently, unless they have fewer than four courses remaining to complete their program requirements, or need to fulfill prerequisite requirements or the conditions of a negative academic status that necessitate the student take less than four courses in order to remediate the status.
- Non-degree students, who have successfully completed one course with the University, may enroll in up to three non-degree, credit-bearing courses concurrently.
- Concurrent enrollment is prohibited in the following scenarios:
 - the first two courses at their current program level, unless they are enrolled in a CBE program.
 - during the Phoenix Success Series for students in Pathway B
 - student is on Academic Probation (AP) status.
- Some programs may have additional program-specific concurrent enrollment policies. Any additional requirements are documented within policy for those specific programs

Multiple University Credentials

Students may earn multiple credentials from University of Phoenix (UOPX). The following policies apply:

- Only one degree in a specific discipline may be earned at the bachelor's and master's program levels; however, students can earn multiple degrees in different disciplines within those program levels. For the purpose of this policy, the term discipline refers to the subject or content area for the program (e.g. Psychology, Accounting, Cybersecurity, etc.).
- Students may earn only one certificate in a specific discipline at each course level (lower division, upper division, graduate, doctoral).
- Students who have been conferred from a degree or certificate program cannot return and enroll into a lower level degree or certificate in the same discipline as their previously completed program.
- Programmatic residency must be met for each credential through the completion of a prescribed minimum number of unique UOPX credits.
 - Master's degree-seeking students must complete a minimum of 18 credits toward an additional master's degree.
 - Bachelor's degree-seeking students must complete a minimum of 30 unique credits in the required course of study for the additional bachelor's degree in order to meet residency.
 - Program-specific exceptions and programmatic residency requirements that do not fall within the above guidelines are outlined in specific program policies.

Students may only earn one associate degree.

Students may not complete more than one degree program from the College of Doctoral Studies, with the exception of the Educational Specialist (EdS) program. EdS graduates may earn any doctoral degree in addition to their EdS credential.

Unless otherwise stated within a program policy, students may receive a certificate in the same area of focus as the specialization, concentration, or emphasis in their degree program.

Maximum Credit Limits

The University has identified the maximum number of credits a student may complete during a 12-month period. This limit is determined based on the student's actual start date in their program at University of Phoenix (UOPX). The number of credits completed within a 12-month period is limited by the program level of study the student is actively pursuing.

- Undergraduate students may complete a maximum of 45 UOPX credits in a 12-month period.
- Graduate students may complete a maximum of 39 UOPX graduate credits in a 12-month period.

Students who are enrolled in both graduate and undergraduate programs are limited by the undergraduate credit maximum.

Course Credits

All credits issued for successfully completed University of Phoenix course work are in semester credits. Courses numbered 100-299 carry undergraduate, lower division credit. Courses numbered 300-499 carry undergraduate, upper division credit. Courses numbered 500-599 carry graduate credit. Professional courses numbered 600-699 may be applied to either undergraduate or graduate credit requirements. Courses numbered 700-799 carry doctoral credit.

Most courses are three semester credits. In a typical three-credit course, and consistent with federal and accreditation requirements regarding the award of college credit, students can expect to engage in a minimum of 45 hours of faculty directed learning activities including classroom-based instruction/discussion, learning team projects, and/or additional learning activities (e.g., simulations, tutorials, videos, etc.). Additionally, students can expect to engage in a minimum of 90 hours of faculty recommended homework (i.e., reading, research, assignment development, and class preparation). These faculty-directed and student-directed expectations are intended to ensure a minimum level of content coverage and overall curriculum rigor is achieved in addressing the course objectives.

Student Identification

All students are assigned a unique student identifier called an Individual Record Number (IRN). This is the primary number students use to obtain campus, web and voice response services. A letter and ID card will be mailed upon request.

Current students have the option to visit their local campus or learning center and have a picture identification (ID) card created. In order for an ID card to be printed you must:

- Be in an active status with University of Phoenix (Full time, Less Than Half Time, and Leave of Absence)
- Before issuing the Photo Student ID, a government issued ID must be provided to staff to confirm student identity and eligibility

The Photo Student ID card will be issued by University staff at the local campus or learning center. Not all local campuses or learning centers may offer this service.

Name and Social Security Number Changes

The University requires documentation of legal name and social security number changes. The following primary forms of identification will be accepted for a legal name change:

A copy of one of the following forms of identification will be accepted as proof of your legal name change. The document provided must be signed and must accurately reflect your full legal name.

- Court Ordered Name Change
- Social Security Card
- Passport/Passport Card
- Permanent Resident Card
- Certificate of Naturalization
- Driver's License
- *International students may also submit:* National Identity Card

These forms must illustrate the name exactly how it is requested on the Name Change form. A signed social security card issued by the Social Security Administration is required for changes in social security numbers.

Letter Request

All student letter requests must be processed by the Registrar's Office. Students may contact the Admissions and Records Service Center to request letters and will be required to verify their identity per FERPA guidelines.

Directory information requests do not require a FERPA Release form.

A FERPA release is required if a letter containing non-directory information is to be faxed, mailed, or sent by encrypted email to a third party.

A FERPA release is required if a letter containing non-directory information is to be faxed, mailed, or sent by encrypted email to the student, and the student does not have the fax number, mailing address, or email address listed on the official student record.

A FERPA release is not required for students who call the Admissions and Records Service Center directly, successfully complete the Student Verification Process, and request non-directory information to be sent to themselves provided the fax number, mailing address, or email address is on the official student record. A FERPA release is also not required for letters sent to the Letter Center in the student portal because this requires an individual user ID and password.

The Registrar's Office is unable to provide letters of recommendation or assist with scholarship letters or scholarship nominations. Students may ask their faculty members to provide a recommendation for them, but granting such requests is at the faculty's discretion.

In lieu of providing a letter of recommendation, the Registrar's Office can provide a University of Phoenix approved letter or a customized letter based on information in the student's record that can be validated by the Registrar's Office.

Students may call the National Student Clearinghouse at (703) 742-4200 to verify information related to their enrollment. If the National Student Clearinghouse has sent information to lenders within the last 30 days, an enrollment verification letter is not required by the lender.

Forms

The University Registrar's Office processes forms requiring a school official's signature, coordinating with other departments to provide information as needed.

University of Phoenix may not be able to complete certain forms or accommodate certain form requests.

Directory information requests do not require a FERPA Release form.

A FERPA release is required if the form is to be faxed, mailed, or sent by encrypted email to a third party for non-directory information.

A FERPA release is required if the form containing non-directory information is to be faxed, mailed, or sent by encrypted email to the student, and the student does not have the fax number, mailing address, or email address listed on the official student record.

A FERPA release is not required for students who call the Admissions and Records Service Center directly, successfully complete the Student Verification Process, and request non-directory information to be sent to themselves provided the fax number, mailing address, or email address is on the official student record. A FERPA release is also not required for forms sent to the Letter Center in the student portal because this requires an individual user ID and password.

Students may call the National Student Clearinghouse (NSC) at (703)742-4200 to verify their enrollment information has been sent to the student's lender, or to request that the Clearinghouse resend the information to the student's lender. The University of Phoenix OPE-ID code is 020988.

Record Maintenance

University of Phoenix requires students to complete and sign all student related documents in connection with their education record. Nobody other than the student may sign forms (wet signature or e-signature) on behalf of a student.

Course Audit Policy

With approval of a Director of Academic Affairs or designated appointee, students may register for and audit University courses. Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member.

Auditing students are governed by all University policies and procedures that apply to non-auditing students.

Auditing students who have met the minimum attendance requirements for the course will receive a grade of "AU" on their permanent record which will not carry any academic credit.

ARAs will not generate in Audited (AU) courses regardless of activity type.

Students who have selected to audit a course may not change their auditing status after the start of the course.

Servicemember Readmission

The Higher Education Opportunity Act (HEOA) provides that an institution may not deny admission or readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. This applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and National Guard or Reserve duty for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

- The Servicemember Readmission policy will also apply to servicemembers as defined in section A that are temporarily unable to attend class for between 15-30 days due to a military service obligation.

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if all the following criteria are met:

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advanced verbal or written notice to Student Services or Enrollment as far in advance as reasonable under the circumstances of the student's upcoming service obligation. No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g. a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate University representative will meet the notice requirements by submitting, at the time the student seeks readmission, documentation (e.g., deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.
- The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services cannot exceed five years.
- The student must give oral or written notice of intent to return to the University within three years after the completion of the period of service.
 - A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the University within two years after the end of the period needed for recovery from the illness or injury.

If the student does not submit a notification of intent to re-enter within the time limits or documentation sufficient to establish the student's eligibility for readmission, the student is subject to the University established Leave of Absence policy and general practices.

A student's eligibility for readmission under this policy terminates upon the occurrence of any of the following events:

- A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge,
- A dismissal of such person permitted under section 1161(a) of Title 10, USC,
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC.

Provided students meet the readmission criteria, the University must promptly readmit students to their program by assisting them in enrolling in the next available class or classes in their program unless they request a later date of readmission or unusual circumstances require the University to admit them at a later date. Unusual circumstances may include the length of any necessary retraining or intervening changes in the circumstances of the University.

When providing readmission to a servicemember, the University must readmit the servicemember with the same academic status as when the student was last admitted. This includes those students who were admitted but did not attend because of service in the uniformed services. The student will be enrolled with the same academic status as long as the University admits the student under the following conditions:

- The student is admitted to the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar, unless the student requests or agrees to enroll into a different program.
- The student is admitted with the same enrollment status that the student last held, unless the student requests or agrees to admission with different enrollment status.
- The student is admitted with the same number of credit hours completed previously, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.
- The student is admitted with the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.
- If the student is readmitted to the same program, for the first academic year in which the student returns, the student will be assessed:
 - The tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution; or
 - Up to the amount of tuition and fee charges that other students in the program are assessed for that academic year, if veterans' education benefits, or other servicemember education benefits, will pay the amount in excess of the tuition and fee charges assessed for the academic year in which the student left the institution; or
- If a student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the student will be charged no more than the institutional charges that other students in the program are assessed for that academic year.

If the student is not prepared to resume the program at the point where the student left off, or will not be able to complete the program, the University will make reasonable efforts to help the student become prepared to complete the program including, but not limited to, providing refresher courses at no extra cost and allowing the student to retake a pretest at no extra cost.

If after reasonable efforts, the student is still not prepared to resume the program at the point the student left off, or the University determines that there are no reasonable efforts that can be taken to prepare the student to resume the program at the point the student left off, or to enable the student to complete the program, the University is not required to readmit the student.

Military Deployment

University of Phoenix supports the educational needs of service-member students who are temporarily unable to attend class due to military service obligations.

When students learn they will be temporarily unable to attend class due to military service obligations, students must notify their academic representative and their faculty member either orally or in writing. In order for the University to provide accommodation(s), students must provide documents sufficient to show the student has a military service obligation.

No advance notice by the student is required if giving of such notice is prohibited by military requirements (e.g. a mission, operation, exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate University representative, will meet the notice requirements by submitting, at the time the student seeks re-admission, signed documentation (e.g. deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.

The University is unable to coordinate decisions regarding the student's record or take action on the student's record through a third party without appropriate authorization granted through a Power of Attorney.

If the student is enrolled in a course at the time of their military service obligation and would like an opportunity to complete the course in which they are currently enrolled, there are four accommodations which may be used to support the student:

- Excused absences may be granted in accordance with the Excused Absence policy. The University will use discretion and take such action only if the excused absences would benefit the student.
- Allow the student additional time to complete assignments missed due to military service obligation.
- Any points which would normally be deducted for lost participation should be removed from the calculation of the student's final grade for the affected period.
- An Incomplete (I) grade will be issued instead of a Withdrawal (W) grade. The I grade may be issued with an initial extension of six weeks beyond the traditional five-week extension (for a total of 11 weeks). No grading penalties will be applied to students who receive an I grade for military service obligations.

If the student will be unable to complete the course due to military service obligation, the student may drop from the course and receive a full refund of tuition and fees for the course and a "W" grade will be issued.

Students who will be temporarily unable to attend class due to military service obligations are advised to contact Student Financial Services regarding the status of their account and/or financial aid.

- If documentation is provided at the time of the military service obligation, Student Financial Services will review the student's account and if it is determined to be applicable, will place the student in Military Forbearance status and/or on a Leave of Absence. Military Forbearance status ensures students do not continue to incur tuition charges and that current tuition charges are placed on hold for payment until the student returns from deployment.

In the event the student wishes to re-enter their program following their military service obligation, the University's Servicemember Readmission policy may apply.

Transient Student Policy

A transient student is an individual who is enrolled in a degree program at an outside institution but is approved to complete non-degree coursework at University of Phoenix (UOPX) to fulfill program requirements at their home institution.

Prior to being scheduled for coursework at UOPX, transient students must have an approved Transient Student Request form on file.

Students attending the University as transient students:

- Will be held accountable for, and be governed by, all University classroom, conduct, and other associated policies regarding student behavior and academic progression as set forth in the University's Academic Catalog.
- Will not be reviewed for the specific University admission requirements as a degree-seeking student.
- Are held to their home institution's academic preparedness requirements and will not be individually reviewed for satisfying University pre-requisite requirements for the courses they are entering.

Preferred Transfer Institution Policy Exceptions

Applicants to University of Phoenix (UOPX) who are transferring from closed (or closing) institutions will be allowed exceptions to specific UOPX admission and academic policies if UOPX is designated as a preferred transfer institution. Policy exceptions will be established, where reasonable, to ensure a timely and efficient admission process and to minimize any loss of credits in transfer.

Acceptable Transfer Activity

The following completed transfer activity types will be reviewed for transfer into the University:

1. Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by an approved institutional accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University. In addition, graduate level coursework from institutions that hold accreditation through the ABA (American Bar Association) or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.
2. American Council on Education (ACE) credit recommendations (e.g. Military)
3. National College Credit Recommendation Service (NCCRS) credit recommendations
4. National testing program credit earned from:
 - a. College Level Examination Program (CLEP®)
 - b. Excelsior
 - c. Berlitz
 - d. National League of Nursing Exams (NLN)
 - e. Advanced Placement Examinations (AP)
 - f. Defense Language Proficiency Tests (DLPT)
 - g. DSST Exams (previously DANTES and USAFI)
5. Prior learning that has been assessed for credit-worthiness by

the Prior Learning Assessment department within the Office of Admissions and Evaluation, one of the University's colleges or the Provost's Office.

To evaluate previously completed transfer activity, the University must receive transcripts, mark sheets, and documents that are originals from the issuing institution. Documents from Canada or the United States and its territories must be submitted in a sealed envelope or via an approved alternative means such as fax, Escrip, or EDI directly to the University of Phoenix (UOPX). All transcripts that state "issued to the student" are not considered official and will not be used for evaluation.

Applicants with academic records from colleges or universities in other countries: The University will accept copies of academic records issued from international institutions with no time of issue limitations. If official academic records are received directly from the institution in a sealed envelope, no verification will be required. Students with international credentials will be placed on an admission status of RI (Applicant International Credentials) until either the verification or official document is received from the issuing institution.

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Evaluation of Transfer Activity

Only transfer activity evaluations performed by the University's Office of Admissions & Evaluation (OAE) or their approved designee are official. Any preliminary reviews by campus personnel or OAR are unofficial, not binding, and subject to change. The following criteria are applied to the evaluation of all transfer credit:

1. Credit-bearing coursework in which students earn a minimum grade of "C-" or grades of credit, pass, or satisfactory may be accepted towards students' degree requirements.
2. Acceptable transfer activities will be transferred as semester hour credit.
3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.
4. Credit is transferred by course level (i.e., lower division, upper division, graduate, doctoral) as awarded by the issuing institution.
5. Physical Education activity credits are limited to four credits.
6. Application of transferable credit, and limitations on transferability of credit, are determined by program requirements and by state or jurisdiction.

Specific regulatory requirements regarding credit application limits are listed in the table below and apply to residents and non-residents attending a UOPX ground campus located in a restricted state, regardless of modality of study (unless otherwise stated in the table below). Use this table for the given states only.

Credit Application Limits Effective 4/1/2020:

State	Total Credit Awards	Areas Restricted
California Residents (Local Campuses)	<p>30 for bachelor's programs (no more than 15 of the first 60 credits or 15 of the second 60 credits can be awarded for experiential learning).</p> <p>15 for associate programs</p> <p>6 for graduate programs (up to 30 credits in length)</p> <p>9 for graduate programs (over 30 credits in length with no more than 3 credits awarded for courses with more than 31 credits.)</p>	<ul style="list-style-type: none"> • National Testing Programs- Including A.C.E. evaluated military or workforce training activities (e.g. StraighterLine, Sophia Learning, Study.com) • Portfolio Assessments • Experiential Journals

Coursework earned in the following ways will not be accepted in direct transfer towards University program requirements:

1. Credit is not awarded for transfer activity that duplicates or is regressive to previously completed transfer activities, either at the same or a different transferring institution. If a transcript is received by the University following initial evaluation that shows that a transfer activity duplicates an activity that has already been accepted in transfer or successfully completed at UOPX, only the credit awarded to the initial activity will be accepted and reviewed for applicability to the student's program.
2. Professional development level or vocational courses as determined by the issuing institution's transcript key or program description.

Associate degree transfer policy: Students transferring to University of Phoenix (UOPX) into an undergraduate bachelor's degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HST, BSCYB, and BSIT (all concentrations)) with a previously completed Associate of Arts degree from an institution with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, will be considered as satisfying the lower division elective and general education requirements making the student required course of study ready at UOPX. Students using this policy will still need to meet all prerequisite or specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program. For students using this policy, credits applied towards the UOPX degree program may not exceed the amount of credits earned for the previously completed Associate of Arts degree.

California block transfer policy: Students transferring to UOPX into an undergraduate bachelor's degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HST, BSCYB, and BSIT (all concentrations)) or students residing in Arkansas, Nevada, Oregon, or Puerto Rico) with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a California college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation will be considered as satisfying the general education liberal arts component for their degree program. Students using this policy will still need to meet all prerequisite or specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program. Students may appeal transfer activity evaluation decisions to the Student Appeals Center (SAC) within 90 days from notification of the decision by the University.

A signed Enrollment Agreement must be on file prior to the official evaluation being completed.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at University of Phoenix is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending University of Phoenix to determine if your credits or degree, diploma or certificate will transfer.

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with transfer agreement institutions.

With a reverse transfer agreement in place, University of Phoenix will notify the transfer agreement institution through the National Student Clearinghouse for students that have consented to the release of their records to a previously attended institution that also are meeting certain credit requirements that indicate the student may be eligible to earn an associate degree from the transfer institution.

The transfer institution may pursue communication with the student to discuss requirements and may award the associate degree to the student per its discretion after an official credit evaluation is conducted.

Approved Institutional Accrediting Bodies for Transfer Activities and Admission Requirements

The University requires that transfer coursework, or previously completed degrees for admission or for waiving specified program requirements, be completed at institutions with accreditation that meets the standards appropriate to the specific University program requirement to be satisfied.

Transfer coursework or previously completed degrees must come from institutions accredited by one of the following institutional accrediting bodies. In some cases, the nature of the University program requirement to be satisfied requires that coursework or previously completed degrees come from an institution accredited by an institutional accrediting body from a more restrictive list. In such cases, the approved accrediting bodies will be specified in the program's policy.

- ACCJC - Accrediting Commission for Community and Junior Colleges
- HLC - Higher Learning Commission
- MSCHE - Middle States Commission on Higher Education
- NECHE - New England Commission of Higher Education
- NWCCU - Northwest Commission on Colleges and Universities
- SACSCOC - Southern Association of Colleges and Schools Commission on Colleges
- WSCUC - Western Senior College and University Commission
- AARTS - Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission
- ABHE - Association of Biblical Higher Education
- ABHES - Accrediting Bureau of Health Education Schools
- ACCSC - Accrediting Commission of Career Schools and Colleges
- ACCET - Accrediting Council for Continuing Education and Training
- ACICS - Accrediting Council for Independent Colleges and Schools
- ATS - Association of Theological Schools in the United States and Canada / Commission on Accrediting
- COE - Council on Occupational Education
- DEAC - Distance Education Accrediting Commission
- NACCAS - National Accrediting Commission of Career Arts & Sciences
- TRACS - Transnational Association of Christian Colleges & Schools / Accreditation Commission

Course Waivers

The University defines a course waiver as the substitution of a required course at the University with a course at the same level or higher listed on an official transcript from another institution, or another acceptable transfer activity.

- The University may apply course waivers based on evaluation of completed coursework as indicated on the student's official transcript(s).
- Students may request a course waiver through the Office of Admissions & Evaluation. An official catalog course description must accompany every course waiver request. An official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.
- Once evaluated and applied, course waivers may not be unapplied.
- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the required course of study upon approval by the appropriate college, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The program policies for the student's program should be reviewed for program-specific course waiver policies.

College Articulation Agreement

Articulation agreements will define the transferability and applicability of a given course or program into the University from the Articulation Institution to satisfy University of Phoenix (UOPX) lower division credit requirements for undergraduate degree programs.

College Articulation Agreements will only be created for institutions that offer associate degrees, or higher, that are accredited by an approved institutional accrediting body.

Do Not Call Policies

- Consumers who are listed on the National or a State Do Not Call List may not be called for sales or solicitation purposes unless: (i) the consumer has provided Prior Express Written Consent to the University, or (ii) the call is a Manual Call, and an Established Business Relationship (EBR) exemption exists with the consumer.
- University of Phoenix may not send solicitous prerecorded voice messages to any consumer's wireline or wireless number without Prior Express Written Consent from a consumer and prior approval from Ethics and Compliance.
- Upon request, the University will provide consumers a copy of the DNC policy by emailing Office.ComplianceUOPX@phoenix.edu.

Institutional Review Board

- The University of Phoenix (UOPX) Institutional Review Board (IRB) will review all studies, pilot studies, institutional reliance or affiliation agreements, policies and legal/regulatory requirements that involve human subjects research before any study or sponsored or non-sponsored research begins. Research conducted using human subjects will be reviewed on a regular basis depending on the IRB decision rendered to ensure compliance with all federal and state laws. No researcher can begin collecting data before receiving IRB approval for the study.
- The IRB is expected to review a research study design presented by the researcher to determine risk to the human research subjects (including physical, psychological/emotional, social, social desirability, and economic risk) as there may be ethical issues that affect the rights and welfare of research participants.
- UOPX holds a Federal Wide Assurance filed with the US Department of Health and Human Services (FWA: 00004202) and maintains an IRB to assure that all UOPX research involving human subjects complies with federal human research regulations (45 CFR 46).
- The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the federal human research regulations (45 CFR 46), and guidance from the federal Office of Human Research Protections (OHRP).
- All faculty, students, staff, and external researchers who engage with UOPX for their research, sponsored or non-sponsored, involving human subjects must have the UOPX IRB review and approve their study, or have their study determined exempt from oversight before beginning any research activities associated with a pilot study or a full research study. There are no exceptions if human subjects are involved. Doctoral students must have an approved proposal through the Quality Review Methods (QRM) process and should have their dissertation chair work as a co-principal investigator (co-PI). If UOPX faculty, staff, or students are part of the study population, then Committee on Research (COR) approval is required before an IRB review can be conducted.
- UOPX has charged the IRB with ensuring that all legal/regulatory and ethical codes are upheld for studies conducted by UOPX researchers at all institutional and non-institutional sites of this institution both domestic and foreign.
- All students, staff, faculty, and external researchers who are conducting human subject research under the auspices of UOPX are required to complete an IRB application and have this application reviewed before they begin any research activities involving human subjects. Researchers must complete human subjects' ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. CITI certifications must be renewed every two years while conducting research reviewed by the UOPX IRB.

Required Procedures: IRB Review, Research and Reports

- **IRB Review:** The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.
- **IRB Research:** The UOPX IRB provides annual oversight of studies that are determined to be of more than minimal risk to participants. In these cases, researchers are to file a Continuing Review of Research if the study has not been completed within the approval period set forth at initial review, which typically is one year from the initial decision. The IRB can decide that a shorter approval period is appropriate. Studies that are determined to be minimal risk or less than minimal risk are not given an expiration date after the initial exempt determination or approval. For those studies that require continuing review, the Continuing Review of Research form is found in the UOPX IRBNet system.
- **IRB Reports:** The UOPX IRB may reach out to researchers if the following situations occur: serious or continuing noncompliance with 45 CFR 46 or institutional policies, and if study participants contact UOPX or the IRB Office with a complaint about a study. Researchers are to contact the UOPX IRB Office if unanticipated problems or adverse effects occur during a study being conducted. Unanticipated problems are unexpected incidents (in terms of the nature, severity, or frequency) where an IRB-approved research protocol and informed consent documents are not followed; such incidents relate, or possibly relate, to participation in the research ("possibly relate" means there is a reasonable possibility that the incident or experience or outcome may have been caused by the procedures involved in the research) and the research places participants or others at a greater risk of harm (physical, psychological, economic, or social harm) than was previously known or recognized. Based on an IRB review of the unanticipated problem based on the criteria listed, consideration of substantive changes in the research protocol or informed consent process or other corrective actions may need to occur up to and including suspension or termination of IRB approval. Researchers are to contact the UOPX IRB Office as soon as possible if an unanticipated problem or adverse effect occurs during the study.

Research, Scholarship, and Surveys

General Research Policies

- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. To support faculty, student, and staff research efforts, the University provides an Office of Scholarship Support (OSS) and a series of Research Centers for researchers.
 - Research for purposes of this policy is defined as scholarly and scientific inquiry projects focused upon the collection and analysis of empirical data and facts.
 - Researchers are students, faculty, staff, or external constituents of UOPX who plan to systematically sample, collect, and analyze data for public dissemination.

- All researchers associated with or conducting research at UOPX must gain appropriate approvals prior to conducting research.

All research conducted by any student, faculty, or staff of UOPX is subject to Institutional Review Board (IRB) approval. The IRB is a federally required review of all research requests to determine:

- if the work is research,
 - if the research is on human subjects,
 - if human subjects are involved, the overall risks and if they are protected and treated fairly.
- Research taking place within or involving UOPX, where the subject of any proposed research is UOPX, must gain appropriate approvals prior to conducting research, regardless of the researcher(s)' affiliation.

The Committee on Research (COR) shall be responsible for the review and approval of any and all research and scholarship, for public dissemination, where UOPX is recognized as a subject. UOPX is considered a subject when the research study:

- samples students, faculty, and staff associated with UOPX
- involves requests that include UOPX records, data, or materials
- uses UOPX-associated systems, websites, and/or tools.

All researchers using UOPX as a subject for research require COR approval prior to UOPX IRB approval. IRB will not approve any UOPX focused studies without COR approval.

- IRB and COR are two separate and distinct groups operating within the structure of Academic Affairs. While the IRB is a federally mandated committee, with the mandate of protecting human subjects from unethical research practices, the development and use of COR is entirely internal to UOPX. If a person or group has received permission from COR to pursue research activities at UOPX and their activities will impact protected populations, as defined under federal law, they must still submit their proposed research to UOPX's IRB or they must show that they have received approval from another university's IRB. Approval by COR shall not be misconstrued as approval by an IRB. Further approval from another, non-UOPX IRB prior to COR submission shall not be misconstrued as approval by COR.
- **Failure to Comply:** Those found doing research related activities and not following these policies, including failure to provide the resulting data, analysis and research instrumentation to the OSS, may be subject to appropriate disciplinary action, including, but not limited to, those documented in the Student Code of Conduct, Employee Handbook and/or Faculty Code of Conduct.

Required Procedures: Conducting Research on UOPX Students, Faculty, Staff or Data

- Research studies where UOPX is selected or identifiable as a subject or sample must submit a formal request to the Committee on Research (COR) for exempt or approval prior to conducting research. COR is a UOPX-wide committee run by the OSS.
- The COR can be found at: <https://research.phoenix.edu/content/committee-research> Office of Scholarship Support

California 30-Unit Option

University of Phoenix (UOPX) offers the California 30-Unit Option (LVN30 000) to California local campus students. Students who wish to enroll in the California 30-Unit Option must declare this intention at time of enrollment and may only enter if space is available.

Students enrolled in the California 30-Unit Option are not completing a University of Phoenix certificate or degree and will not earn a BSN.

The California 30-Unit option requires the following course sequence:

BIO 290	4 credits
Anatomy and Physiology I	
BIO 291 ~	4 credits
Anatomy and Physiology II	
SCI 250	4 credits
Microbiology	
HCS 436	3 credits
Pathophysiology	
NSG 321	2 credits
Transition to Baccalaureate Nursing	
NSG 341	6 credits
Care of the Medical-Surgical Patient	
NSG 347	6 credits
Care of the Medical-Surgical Patient II	
NSG 436	4 credits
Care of the Maternal-Child Patient	
NSG 441	4 credits
Care of the Pediatric Patient	
NSG 411	4 credits
Care of the Mental Health Patient	
NSG 447	6 credits
Care of the Complex Medical- Surgical Patient	
NSG 471	4 credits
Nursing Leadership and Management	
NSG 481	2 credits
Influencing Nursing Practice	

COVID-19 Related Interim Policy Exceptions

As a result of measures taken by businesses, government agencies, and educational and healthcare institutions across the world to prevent the spread of the COVID-19 virus, University of Phoenix is allowing the following policy exceptions for students for the duration of time in which such measures continue to be in place, effective as of the week of 3/16/2020.

• Course Attendance for Local Campus and In Person

Residency: During the local campus to online transition resulting from the University's response to the COVID-19 pandemic, positive attendance will be recorded for all local campus students who access the online Blackboard Collaborate session during the scheduled class time, as confirmed by session access recorded in Blackboard. Attendance will be recorded in the same manner while physical doctoral and counseling residencies are moved online.

- **Admission Requirements for Applicants to the California Master of Arts in Education, Elementary & Secondary Teacher Education Programs (MAED/TED-E & SCA):** For the duration of time in which fingerprinting station closures and stay-in-place/social distancing measures are in effect due to COVID-19, candidates will be admissible without their fingerprinting clearance and TB exam results. These requirements will be temporarily moved to the Level 2 Candidate Status deadline. Level 2 Candidate Status must be completed prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences.
- **Admission Requirements for Applicants to the Arizona Alternative Pathway Certificate Programs (CERT/AP-E AZ, CERT/AP-S AZ, CERT/AP-SE AZ):** Except for candidates in Georgia, for the duration of time in which fingerprinting station closures and stay-in-place/social distancing measures are in effect due to COVID-19, candidates will be admissible without their fingerprinting clearance and TB exam results. These requirements will be temporarily moved to be Academic Progression requirements. However, Georgia candidates must still meet their pre-service requirements as documented in the specific program policies.
- **Level 2 Candidacy Status Deadline Extension for BSED/E, BSED/ECH, MAED/TED-E AZ & CA, MAED/TED-S AZ & CA, and MAED/SPE Programs:** Except for candidates in Georgia, for the duration of time in which testing center and fingerprinting station closures are in effect due to COVID-19 response measures, students will not be required to meet Level 2 Candidate Status requirements until prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences. However, Georgia candidates must still meet their pre-service requirements as documented in the specific program policies.
- **Level 2 Candidacy Status Deadline Extension for the BSLS Program:** For the duration of time in which testing center and fingerprinting station closures are in effect due to COVID-19 response measures, students will not be required to meet Level 2 Candidate Status requirements until prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences.
- **College of Education Clinical Experience, Clinical Practice, Administrative Internships, Licensure Tests/Assessments:** Due to COVID-19, potential exceptions related to the number of hours/weeks/settings of clinical experiences/clinical practice/administrative internships may be altered as permissible by State Departments of Education. Furthermore, given testing station closures and/or schools' adoption of modified learning models (ie: synchronous/asynchronous distance/virtual instruction), exceptions may be made to testing and clinical requirements as permissible by State Departments of Education.
- **Leave of Absence (LOA) Requests:** LOA requests related to the COVID-19 pandemic will be treated as an unforeseen circumstance until the end of the first payment period that begins after the COVID-19 national emergency is rescinded.

- **BSHS Field Experience Requirements Exception:** The field experience hours and related requirements for BSHS students may be altered or removed where circumstances related to COVID-19 prevention measures interfere with students' ability to meet those requirements.
- **College of Nursing FNP and MSN/FNP Clinical Hours:** For the duration of time in which restrictions are in place due to COVID-19, the clinical hours and related requirements for FNP and MSN/FNP students have been reduced to a minimum of 500 primary care hours.
- **Excused Absence without Documentation:** For the duration of time in which the aforementioned COVID-19 prevention and control measures are in place, the University will permit students in a degree or certificate program to receive an excused absence for any COVID-19 related reason without providing any supporting documentation, one time per program. This allowance is in addition to the existing exception to the University's Course Attendance policy allowing for one excused absence without supporting documentation per program.
- **Modality Change Exception:** For the duration of time in which the aforementioned COVID-19 prevention and control measures are in place, the University will permit local campus students to take up to seven consecutive courses via the online modality before they are required to sign a new Enrollment Agreement to be considered a permanent transfer to the online modality.
- **BSSW Field Experience Hours:** Due to COVID-19, potential exceptions, as permitted by state regulations and the Council on Social Work Education (CSWE), may be made related to employment-based placements and the number of hours/weeks of field experience/internship required. Furthermore, exceptions may be made to "in-person contact" requirements where health and safety concerns exist, to include remote field activities that remain aligned with CSWE competencies and their concomitant behaviors.
- **Master of Science in Counseling (MSC) Clinical Hour Requirements Exception:** The clinical hours and related requirements for MSC students may be altered or removed where circumstances related to COVID-19 prevention measures interfere with students' ability to meet those requirements.

CONSUMER INFORMATION

All institutions participating in federal financial aid programs must provide required consumer information to enrolled and prospective students as well as current and prospective employees. Where applicable, each section lists specific locations where additional information is available. To request and receive this information in writing, contact the campus director or designee at a University of Phoenix location during regular business hours. A list of campus locations is available at <https://www.phoenix.edu/campus-locations.html>

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

University of Phoenix is accredited, reviewed and/or approved by federal, state and international agencies, as well as private accreditation bodies.

Federal

U.S. Department of Education, Certificate of Eligibility

The University of Phoenix has been approved by the Department of Education to participate in each of the following listed Title IV HEA programs:

- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work Study

Institutional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (<https://www.hlcommission.org/>). Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission (HLC) and its predecessor. University of Phoenix obtained its most recent 10-year Reaffirmation of Accreditation in 2012-13. The HLC conducted an interim Comprehensive Evaluation in 2018, and the next Comprehensive Evaluation for Reaffirmation of Accreditation is scheduled for 2022.

Higher Learning Commission

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
<https://www.hlcommission.org/>

For more information about University of Phoenix accreditations and licensures, please visit https://www.phoenix.edu/about_us/accreditation.html

State and International Licensures

University of Phoenix is a private institution approved to operate in the following U.S. states and district, either through licensure, registration, general or specific approvals, consent, or exemption.

- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Hawaii Post-secondary Education Authorization Program
- Illinois Board of Higher Education
- Nevada Department of Employment, Training and Rehabilitation: Employment Security Division, Commission on Postsecondary Education
- Board of Governors for the University of North Carolina
- Texas Higher Education Coordinating Board
- State Council of Higher Education for Virginia

For additional information on state and international licensures visit https://www.phoenix.edu/about_us/accreditation.html

Programmatic Accreditation

Business Accreditation

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the College of Business and Information Technology at University of Phoenix:

- Associate of Arts with a concentration in Accounting Fundamentals*
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy*
- Doctor of Business Administration
- Doctor of Management

**These programs are not available for new enrollment.*

For additional information, please visit <http://www.acbsp.org>

Accreditation Council for Business Schools and Programs

11520 West 119th Street
Overland Park, KS 66213
(913) 339-9356

Healthcare Accreditation

The Master of Health Administration (MHA) program is program-matically accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

Commission on Accreditation of Healthcare Management Education

P.O. Box 911
Spring house, PA 19444
(301) 298-1820

Nursing Accreditation

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Counseling Accreditation

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah campuses is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP®). For additional information, please visit <https://www.cacrep.org/>.

Council for Accreditation of Counseling and Related Educational Programs

500 Montgomery Street, Suite 350
Alexandria, VA 22314
(703) 535-5990

The following program is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following program* is accredited at the Utah Campus:

- Master of Science in Counseling/School Counseling

**This program is not available for new enrollment.*

For additional information, visit <http://caepnet.org>.

Council for the Accreditation of Educator Preparation

1140 19th St NW, Suite 400
Washington, DC 20036

Education Accreditation

The following programs offered by the College of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs* (Hawaii-specific) are accredited:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs* (Utah-specific) are accredited:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision

**These programs are not available for new enrollment.*

For additional information, visit <http://caepnet.org>.

Council for the Accreditation of Educator Preparation

1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agencies in Arizona and California. Individual programs vary by state, and not all programs are available at all locations or in both online and local campus modalities.

Additional Information

A student can view additional information at https://www.phoenix.edu/about_us/accreditation.html

To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the University Legal Services at (602) 557-1554.

General Contact Information

Direct any questions regarding admissions, academics, financial options, facilities or general institutional issues to the following offices:

Central Administration
4035 S. Riverpoint Parkway
Phoenix, Arizona 85040-0723
800.366.9699

Online
University of Phoenix
4035 South Riverpoint Parkway
Phoenix, Arizona 85040-0723
866.766.0766

Registrar's Office - Admissions and Records Service Center
4035 S. Riverpoint Pkwy.
Phoenix, AZ 85040-0723
800.866.3919
480.446.4600
ARSC@phoenix.edu

Campus contact information is located at
<https://www.phoenix.edu/campus-locations.html>

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare human services professionals and leaders in other professional areas who possess advanced degrees. A complete list of faculty for each school and college can be found under the Faculty Credentials section at <https://www.phoenix.edu/faculty.html>. A list of faculty at a particular location may be obtained from each local campus.

To find a local campus, go to <https://www.phoenix.edu/campus-locations.html>. Faculty profiles can be found at <https://www.phoenix.edu/faculty.html>

Student Demographics, Metrics and Outcomes

Student Borrowing

During the period of time spanning September 1, 2019, through August 31, 2020, 57.4% of students enrolled received federal student loans.

Loan Default Rate

The University's loan default rate for Fiscal Year 2018 was 8.7 and the national average was 7.3.

The University's loan default rate for Fiscal Year 2017 was 11.1 and the national average was 9.7.

Average Federal Loan Borrowing

Annually, the University calculates the average federal loan borrowing by its students. For students who attended the University during the period July 1, 2020 to June 30, 2021, the average cumulative federal loan borrowing is displayed below. Your borrowing may be different.

	Subsidized and/or Unsubsidized Loans Only*	Grad PLUS Loans Only**	Subsidized, Unsubsidized, and/or Grad PLUS Loans***
Average Cumulative Federal Loans****	\$25,100	\$25,778	\$26,520
Standard Monthly Payment	\$244	\$277	\$259
Payment Period	120 months	120 months	120 months
Interest Rate*****	3.1%	5.3%	3.2%

*Includes borrowers who obtained only Subsidized, only Unsubsidized, or only Subsidized and Unsubsidized loans.

** Includes borrowers who obtained only Grad PLUS loans.

***Includes borrowers who obtained Subsidized, Unsubsidized, and/or Grad PLUS loans. Interest rate used represents the weighted average of the Grad PLUS and Subsidized/Unsubsidized rates based on the amounts borrowed.

****Includes all borrowers attending during 7/1/20 - 6/30/21. Loans represent disbursed loans, net of returns to lender, that were disbursed any time during the student's academic history at the University through 6/30/21.

*****Interest rates represent those in effect for loans disbursed during 7/1/20 - 6/30/21 and where necessary, were weighted based on the percentage of each type of loan if the rates varied. These rates may not be representative of the rates in effect for a student's individual loans borrowed.

Graduated Students

The table below includes all borrowers who completed a program in the respective credential level during the 2020-2021 federal award year and who obtained subsidized, unsubsidized and/or PLUS loans. Amounts represent the average subsidized, unsubsidized and PLUS loans disbursed. Loans are included as follows: associate degree completion - associate degree and undergraduate certificate loans; bachelor's degree completion - bachelor's degree, associate degree and undergraduate certificate loans; master's degree completion - master's degree and graduate certificate loans; doctoral degree completion - doctoral degree, master's degree and graduate certificate loans.

Average Graduated Student Debt

Undergraduate Certificate	\$7,927
Associate	\$18,225
Bachelors	\$33,944
Graduate Certificate	\$15,939
Graduate	\$33,773
Doctorate	\$80,417
Overall Average	\$30,907

Includes all borrowers who completed a program in the respective credential during the specified AY and who obtained Subsidized, Unsubsidized, and/or PLUS loans.

Loans are included as follows:

- *Undergraduate certificate completion - undergraduate certificate loans only*
- *Associate degree completion - associate degree and undergraduate certificate loans*
- *Bachelor degree completion - bachelors degree, associate degree, and undergraduate certificate loans*
- *Graduate certificate completion - graduate certificate loans only*
- *Masters degree completion - masters degree and graduate certificate loans*
- *Doctoral degree completion - doctoral degree, masters degree, and graduate certificate loans*

Amount represents the average Subsidized, Unsubsidized, and PLUS loans disbursed.

Graduation Rates**IPEDS Graduation Rates**

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes the cohort of first-time, full-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender, and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2014-2015 cohort and the percentages of those students who graduated within 150% by Aug 31, 2020.

The table below shows FTFT undergraduate students and is derived from the Integrated Postsecondary Education Data System (IPEDS) graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontradi-

tional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans or neither type of aid during the 2014-2015 cohort year (Sept. 1 - Aug. 31).

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2014-2015 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	15,626	1,841	12%
Male	5,557	550	10%
Female	10,069	1,291	13%
Nonresident Alien	8	3	38%
Hispanic/Latino	1,325	219	17%
American Indian/Alaskan Native	49	6	12%
Asian	85	25	29%
Black or African American	3,215	292	9%
Native Hawaiian or Other Pacific Islander	109	11	10%
White	5,264	798	15%
Two or more races	568	79	14%
Race or Ethnicity Unknown	5,003	408	8%
Pell Grant Recipients	10,104	1,224	12%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	839	184	22%

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2014-2015 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	15,626	1,841	12%
Students who received neither Pell Grants nor Subsidized Stafford Loans	4,683	433	9%

**Excludes 30 students who became deceased after entering the cohort, but before they graduated.*

Institutional Graduation Rate

The 150% institutional graduation rate reflects the percentage of University students in the cohort who had completed their program of study within 150% of the published length of the program. It includes students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort year represented in the chart below is FY17 for associate and master's, and FY13 for bachelor's.

Institutional Graduation Rate

Associates Institutional	25.5%
Bachelors Institutional	39.9%
Masters Institutional	46.3%
Blended Undergraduate Institutional	38.2%
Blended Associates, Bachelors, Masters Institutional	39.2%

Retention Rates

IPEDS Retention Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and / or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution.

Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree- and / or certificate-seeking students from the previous fall who were still enrolled as of August 1st of the following year. .

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2019 (8/1/2019 to 10/31/2019)*	1,904
Count of FTFT undergraduate students enrolled Fall 2019 (8/1/2019 to 10/31/2019) still enrolled as of 8/1/2020	624

Retention 32.8%

** Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than one year in length who would not be expected to be retained in the following year.*

Current regulations require the institution to disclose its retention rate as reported to the Integrated Postsecondary Education Data System (IPEDS). The University's FTFT bachelor's retention rate reported to IPEDS is shown in the table below.

Retention Rates for FTFT Bachelors Students (IPEDS)

Count of FTFT bachelors students enrolled Fall 2019 (8/1/2019 to 10/31/2019)	960
Count of FTFT bachelors students enrolled Fall 2019 (8/1/2019 to 10/31/2019) still enrolled as of 8/1/2020	397
Retention	41.4%

Institutional Retention Rates

The University's institutional retention rates reflect the percentage of students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 - June 30). A student is deemed "retained" if he or she posted attendance in his or her fourth class within the following time frames: (i) associate, 175 days; (ii) bachelor's, 175 days; (iii) master's, 210 days.

Institutional Retention Rates

Associates Institutional	58.9%
Bachelors Institutional	72.0%
Masters Institutional	74.4%

Student Diversity

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the Integrated Postsecondary Education Data System (IPEDS). Data reported are for enrolled full-time students.

Table 1 represents all enrolled students from July 1, 2019, through June 30, 2020. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2019, through June 30, 2020, time frame are shown in Table 2.

Table 1: All Enrolled Students by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Total Enrollment	153,742	100%
Male	48,268	31.4%
Female	105,474	68.6%
Nonresident Alien	467	0.3%
Hispanic/Latino	16,276	10.6%
American Indian or Alaskan Native	988	0.7%
Asian	2,440	1.6%
Black/African American	30,325	19.7%
Native Hawaiian or Other Pacific Islander	974	0.6%
White	40,021	26.0%
Two or more races	3,592	2.3%

Table 1: All Enrolled Students by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Total Enrollment	153,742	100%
Unknown	58,659	38.2%

Table 2: Pell Grant Recipients by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Pell Grant Recipients	57,899	100%
Male	14,633	25.3%
Female	43,266	74.7%
Nonresident Alien	30	0.0%
Hispanic/Latino	6,371	11.0%
American Indian or Alaskan Native	407	0.7%
Asian	542	0.9%
Black/African American	13,555	23.4%
Native Hawaiian or Other Pacific Islander	329	0.6%
White	14,116	24.4%
Two or more races	1,606	2.8%
Unknown	20,943	36.2%

Note: information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2019, to June 30, 2020). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2019, to June 30, 2020 time frame.

Types of Education in Which Graduates Enroll

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding the types of graduate and professional education in which graduates of the institution's four-year degree programs enrolled.

Approximately 24% of students who completed a bachelor's degree from University of Phoenix between July 1, 2019, and June 30, 2020, went on to enroll in a graduate or professional program. The most common programs students enrolled in are as follows:

- Business Administration and Management
- Healthcare Administration/Management
- Psychology
- Management Information Systems
- Mental Health Counseling

The data is derived from the IPEDS Completions Survey (July 1, 2019, to June 30, 2020, data) and the National Student Clearinghouse Student Tracker to identify enrollment in graduate programs as of December 31, 2020.

Working Alumni

Based on responses from the Alumni Association's 2012 survey, the following represents the types of industry in which our alumni work:

University of Phoenix Alumni Employment by Industry*

Health Services	17%
Education	16%
Manufacturing	5%
Retail Trade (Non-Restaurant)	5%
Technology	5%
State and Local Government	5%
Business Services	2%
Social Services	2%
Insurance	2%
Transportation	2%
Finance/Financial Services	2%
Banking	2%
Military	2%

*Question #28: In what industry do you work? Bases: Respondents who are employed - 13,507

Alumni Occupations

The following represents occupations of University of Phoenix alumni based on a survey completed in 2012 between Jan 25 and March 2 by 13,507 respondents::

University of Phoenix Alumni Occupation*

Engineer / Architect (including technology)	2%
Finance / Accountant	5%
Teacher / Educator / Education Administrator	10%
Sales / Marketing Representative	4%
Registered Nurse / Other Nursing Professional	6%
Executive / Manager / Administrator	9%
Operations / Production	6%
Technician / Technologist	4%
Other Health Professional	4%
Protective Services (Police, Fire, Security)	3%
Admin Support, Records / Data Processor	8%
Consultant	2%
Human Resources	2%
Psychologist, Counselor, Social Worker	2%
Business Owner	3%
Other	22%

*Question #29: What is your occupation? Bases: Respondents who are employed - 13,507.

Title II of Higher Education Act-Academic Year 2017-2018

In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University's program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers, also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. This is an overview of the information contained in the Institutional Report for University of Phoenix.

To view these reports by state, please visit
<https://title2.ed.gov/Public/Home.aspx>

Title II HEA Pass-Rate Information

Program completers achieved the following scores for academic year 2017–2018:

Arizona

Traditional Assessment Data

Professional knowledge — Elementary: 98%

Professional knowledge — Secondary: 100%

Professional knowledge — Early Childhood: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: 99%

Aggregate content areas: 98%

Special populations: 96%

Alternative Assessment Data

Aggregate summary all tests: Fewer than 10 candidates, score not provided

California

Traditional Assessment Data

California basic educational skills test (CBEST): 100%

Reading instruction competence assessment (RICA) — Elementary only: 69%

Aggregate content areas: 99%

Alternative Assessment Data

California Basic Educational Skills Test (CBEST): 100%

Reading instruction competence assessment (RICA) - Elementary only: 100%

Aggregate content areas: 100%

Colorado

Aggregate summary all tests: 92%

Hawaii

Aggregate basic skills: 100%

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate summary all tests: 100%

Indiana

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Missouri

Aggregate academic knowledge: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Aggregate summary all tests, combined 3 academic years: 93%

Nevada

Aggregate basic skills: Fewer than 10 candidates, score not provided

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Aggregate teaching special education: Fewer than 10 candidates, score not provided

Aggregate summary all tests: 82%

New Mexico

Aggregate basic skills: Fewer than 10 candidates, score not provided

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate summary all tests, combined 3 academic years: 82%

Texas

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Utah

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate teaching special populations: Fewer than 10 candidates, score not provided

Aggregate summary all tests, combined 3 academic years: 100%

Program Information for Academic Year 2017–2018

	AZ	CA	CO	HI	IN	MO	NM	NV	TX	UT
Number of students enrolled	6,256	930	46	64	7	4	30	61	4	8
Number of students in student teaching	509	164	13	17	1	2	7	13	1	6
Number of supervising faculty including part- and full-time	237	48	9	5	1	1	2	7	1	2
Student-to-faculty ratio for student teaching	2:1	3:1	1:1	3:1	1:1	2:1	3:1	2:1	1:1	3:1
Average hours per week in student teaching	40	40	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	12	12	16	13	14	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No	No	No

Federal Financial Aid Application Process

To begin the federal financial aid process, students must complete the Free Application for Federal Student Aid (FAFSA), available at <https://fafsa.gov>. This is the first step in determining a student's eligibility for federal financial aid.

Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program. Admissions and program requirements vary by state.

Please refer to the Academic Catalog for state- and/or program-specific information at

<https://www.phoenix.edu/degrees/academic-catalog.html>

In addition to the FAFSA, the following may be required to be completed during the federal financial aid process:

- Annual Student Loan Acknowledgment
- Federal Direct Loan Master Promissory Note (MPN)
- Entrance counseling

A student should reapply for financial aid prior to the start of each new academic year.

Referrals to the Office of Inspector General

University of Phoenix is required by law to make referrals to the Office of Inspector General any time there is credible information or evidence that an applicant (student) may have engaged in fraud or other criminal misconduct in connection with the application involving federal financial aid programs.

Federal, State and Institutional Financial Aid Programs

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program at the University can apply for federal financial aid as a means of assisting with financing their education. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions.

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Students should contact Student Financial Services at 866.766.0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at

<https://www.phoenix.edu/campus-locations.html>

General Eligibility Requirements

General eligibility requirements that must be met prior to a student receiving federal financial aid for most federal, state, and institutional funding are as follows:

- Must file a FAFSA for the current award year
- Must be admitted as a degree-seeking student to a qualified undergraduate, post-baccalaureate, graduate, or eligible certificate program
- Must be a U.S. citizen or eligible non-citizen
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau)
- Must be registered with the Selective Service Administration, if required by law
- Must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program*
- Must be enrolled at least half time to be eligible for Direct Loan Program funds
- Must not be in default on any prior federal student loan

- Must be meeting the University's Financial Aid Satisfactory Academic Progress standards
- Must submit all requested documents and those documents must not be found to limit the student's eligibility
- Must not owe an overpayment on any federal financial aid grant or federal Direct Loan program funds
- Must have a high school diploma or GED certificate, or pass a test approved by the U.S. Department of Education, or have completed a high school education in a home school setting approved under state law

For additional eligibility requirements, visit

<https://studentaid.gov/understand-aid/eligibility/requirements>

** Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.*

Victims of Natural Disaster

If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as income for calculating the family's EFC. Students should contact their Finance Advisor for further information.

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants may be awarded to undergraduate students who have not earned a bachelor's or a professional degree. The amount of aid students can receive varies depending on their financial need, cost of attendance and other eligibility criteria.

Students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent: <https://studentaid.gov/understand-aid/types/grants/pell/calculate-eligibility>

For more detailed information on eligibility and how to apply for the Federal Pell Grant, visit <https://studentaid.gov/understand-aid/types/grants/pell>

For additional information on how the University calculates and awards Pell Grants, please review the

Federal Pell Grant/IASG Policy in the Financial Aid Policies appendix.

Federal Pell Grant/IASG Policy in the Financial Aid Policies appendix.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduate students pursuing their first bachelor's degree and demonstrating exceptional financial need. Federal Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for an FSEOG. The FSEOG does not have to be repaid.

For more detailed information on eligibility and how to apply for FSEOG, visit: <https://studentaid.gov/understand-aid/types/grants/fseog>

Iraq and Afghanistan Service Grant (IASG)

A student whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after Sept. 11, 2001, may be eligible to receive the Iraq and Afghanistan Service Grant if:

- The student is pursuing a first bachelor's degree;
- The student is not eligible for a Federal Pell Grant on the basis of the student's Expected Family Contribution (EFC) but meets the remaining Federal Pell Grant Eligibility requirements; and
- At the time of the parent/guardian's death, the student was less than 24 years old OR enrolled at least part time at an institution of higher education

The maximum award of the IASG is equal to the maximum Federal Pell Grant that is available for the award year, but cannot exceed the student's cost of attendance when coordinated with the student's other financial aid awards. As required by the Budget Control Act of 2011 (the sequestration law), award amounts for any IASG that is first disbursed on or after October 1, 2020, and before October 1, 2021 must be reduced by 5.7 percent. This amount changes every year based on the Budget Control Act.

For more detailed information on eligibility and how to apply for the IASG, visit <https://studentaid.gov/understand-aid/types/grants/iraq-afghanistan-service>

For additional information on how the University calculates and awards IASG grants, please review the Federal Pell Grant/IASG Policy in the Financial Aid Policies appendix.

State Grants

Students may also be eligible to receive funding through state grant or scholarship programs, where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact Student Financial Services at (866)766-0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at: <https://www.phoenix.edu/campus-locations.html>

The actual amount of state grants awarded to any student is contingent on the availability of funds. The University cannot guarantee any funding from the state grant sources listed, as the list is subject to change without notice based upon changes in state budgetary constraints, state law or regulation, and/or University participation

For information regarding the grants offered by states - how to apply, eligibility, deadlines, etc. - see the list of programs and their respective websites and phone numbers below. For additional specific eligibility information, the institution may contact you directly when determining grant eligibility. Please note that states sometimes change eligibility requirements for existing grant programs or even eliminate programs for a period of time.

ARIZONA

Arizona Commission for Postsecondary Education (ACPE)

602.258.2435

<https://higher.ed.gov>

Leveraging Educational Assistance Partnership (LEAP) Grant
<https://azgrants.az.gov/arizona-leveraging-educational-assistance-partnership-azleap>

OHIO

Ohio Higher Ed

<http://www.ohiohighered.org/>

Ohio College Opportunity Grant Program
Tamika Braswell

614.728.8862

<https://www.ohiohighered.org/ocog>

Ohio War Orphans Scholarship

Amber Brady

(614) 752-9528

<https://www.ohiohighered.org/ohio-war-orphans>

VERMONT

Vermont Student Assistance Corp (VSAC)

800.882.4166 | Burlington area 802.654.3750

<https://www.vsac.org>

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

<https://www.vsac.org/about/our-outreach-programs/gear-up>

Vermont Incentive Grant Program

<https://www.vsac.org/pay/student-aid-options/grants>

Scholarships

The University of Phoenix website has a comprehensive scholarship section at https://www.phoenix.edu/tuition_and_financial_options/scholarships.html to aid students in their scholarship efforts. This website features scholarships offered by University of Phoenix, links to various external scholarships through iGrad, scholarship resources, tips, answers to frequently asked questions (FAQ) and more.

Federal Scholarships

Children of Fallen Heroes Scholarship

A Federal Pell Grant-Eligible student whose parent or guardian died in the line of duty while serving as a public safety officer is eligible, under the Children of Fallen Heroes Scholarship, to receive a maximum Federal Pell Grant award.

To qualify for this scholarship, a student must:

- Be otherwise eligible for the Federal Pell Grant;
- Have a Federal Pell Grant eligible EFC
- Be less than 24 years of age OR enrolled at an institution of higher education at the time of the parent or guardian's death

Definition of a public safety officer:

- Defined in section 1204 of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3796b):
- an individual serving a public agency in an official capacity, with or without compensation, as a law enforcement officer, as a firefighter, or as a chaplain;
 - an employee of the Federal Emergency Management Agency who is performing official duties of the agency in an area, if those official duties-
 - are related to a major disaster or emergency that has been, or is later, declared to exist with respect to the area under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.); and
 - are determined by the director of the Federal Emergency Management Agency to be hazardous duties;
 - an employee of a state, local, or tribal emergency management or civil defense agency who is performing official duties in cooperation with the Federal Emergency Management Agency in an area, if those official duties-
 - are related to a major disaster or emergency that has been, or is later, declared to exist with respect to the area under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.); and
 - are determined by the head of the agency to be hazardous duties; or
 - a member of a rescue squad or ambulance crew who, as authorized or licensed by law and by the applicable agency or entity, is engaging in rescue activity or in the provision of emergency medical services.
- A fire police officer, defined as an individual who is serving in accordance with State or local law as an officially recognized or designated member of a legally organized public safety agency and provides scene security or directs traffic in response to any fire drill, fire call, or other fire, rescue, or police emergency, or at a planned special event.

Students who believe they qualify for this scholarship must notify the University's Student Financial Services at StudentFinancialServices@phoenix.edu or 888-346-8679 and provide any required documentation requested. The University will determine, based on the documentation submitted, whether or not the student meets the eligibility criteria

Institutional Scholarships

University of Phoenix offers a number of institutional scholarships to current or potential students. The University website, https://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html is updated regularly for institutional scholarships, qualifications and selection criteria as opportunities become available.

External Scholarships

External scholarships are available to the general public, which may include University of Phoenix students. Private outside entities develop and fund external scholarships. A student's eligibility for an external scholarship depends on qualifying requirements that vary from scholarship to scholarship as determined by the provider. We've worked with iGrad to provide a search tool with a list of many available national and local scholarships. Current students can access iGrad directly through the student portal. Prospective students can create an iGrad account at <https://phoenix.igrad.com/> to learn more.

University Tuition Adjustments

The University understands that from time to time a student may experience an unexpected financial hardship impacting his/her ability to pay a tuition and fee balance owed to the University. The University offers several programs to assist these students. These programs will have varied eligibility criteria and may require the student exhaust all other forms of federal financial aid including Federal Pell Grant and Direct Subsidized and Unsubsidized Loans. Students who are experiencing a financial hardship and wish to be considered for these programs should speak with their Financial Advisor.

Note: The University reserves the right to discontinue these programs without advance notice.

Loans

Federal Direct Loan (DL) Program

Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education at participating schools.

Direct Subsidized Loans - Direct Subsidized Loans are for students with financial need. The University will review the results of the FAFSA and determine the amount a student can borrow. The student is not charged interest while enrolled in school at least half-time.

Direct Subsidized Loan Time Limitation Note: Federal regulations limit a first-time borrower's* eligibility for Direct Subsidized Loans to a period not to exceed 150% of the length of the borrower's educational program. Under certain conditions, first-time borrowers who have exceeded the 150% limit may lose the interest subsidy on outstanding Direct Subsidized Loans. For more detailed information on Direct Subsidized Loan Time Limitation, visit <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized#eligibility-time-limit>

Direct Unsubsidized Loans - Direct Unsubsidized Loans are available to students with and without financial need. Like subsidized loans, the University will review the results of the FAFSA to determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan, even while the student is in school, beginning on the date the loan is initially disbursed. The student can pay the interest, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN), <https://studentaid.gov/app/launchMpn.action> and the Direct Loan Disclosure Statement

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/subUnsubHTMLPreview.action>, attached to the Master Promissory Note (MPN)

For more detailed information on eligibility and how to apply for the Federal Direct Loan Program, visit <https://studentaid.gov/understand-aid/types/loans>

** Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on an FFEL Program Loan on July 1, 2013*

Federal Direct PLUS Loan for Parent(s)

Parents of dependent students may apply for a Direct PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or pursue an endorser. If a parent is unable to secure a Direct PLUS Loan, the dependent student may be eligible for additional unsubsidized loans.

Terms and Conditions - Students whose parent(s) receive a PLUS Loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at <https://studentaid.gov/app/launchMpn.action>

Borrower's Rights and Responsibilities - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/mpnPlusHTMLPreview.action>, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for Direct Parent PLUS Loans, visit <https://studentaid.gov/understand-aid/types/loans/plus>

Federal Direct PLUS Loan for Graduate and Professional Degree Students

Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses at a fixed interest rate. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or to obtain an endorser.

Award Amount - Students are eligible to receive a Graduate PLUS Loan award up to their academic year cost of attendance (COA) minus any other financial assistance received.

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at <https://studentaid.gov/app/launchMpn.action>

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/mpnPlusHTMLPreview.action> attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more detailed information on eligibility and how to apply for the Direct PLUS Loan for Graduate and Professional students, visit <https://studentaid.gov/app/launchPLUS.action?plusType=graPlus>

For information regarding Federal Student Loan Interest Rates, including Direct PLUS Loans, please visit <https://studentaid.gov/understand-aid/types/loans/interest-rates>

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

Federal Direct Subsidized and Unsubsidized Annual and Aggregate Loan Limits are as follows:

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
1 Freshman	\$5,500 - No more than \$3,500 of this amount can be a subsidized loan	\$9,500 - No more than \$3,500 of this amount can be a subsidized loan	\$20,500 Unsubsidized Loan only.* The aggregate amounts for graduate students include loans for undergraduate study.
2 Sophomore	\$6,500 - No more than \$4,500 of this amount can be a subsidized loan	\$10,500 - No more than \$4,500 of this amount can be a subsidized loan	
3 & 4 Junior and Senior	\$7,500 - No more than \$5,500 of this amount can be a subsidized loan	\$12,500 - No more than \$5,500 of this amount can be a subsidized loan	
Maximum total loan debt (aggregate loan limits)	\$31,000 -No more than \$23,000 of this amount may be in subsidized loans	\$57,500 -No more than \$23,000 of this amount may be in subsidized loans	\$138,500 -No more than \$65,500 of this amount may be in subsidized loans. The aggregate amounts for graduate students include loans for undergraduate study.

Undergraduate certificate programs - Loan limits are based on the length of the program. For certificates that are less than an academic year, the \$9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. Students in undergraduate certificate programs that are greater than an academic year cannot borrow more than the Grade Level 1 loan limits for each academic year. Final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year): Loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.

A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional unsubsidized federal Direct amounts up to the amounts available to independent undergraduate students. Student dependency status will be determined based on answers to questions on the FAFSA.

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, please visit

<https://studentaid.gov/edgov/types/loans/interest-rates>

Interest Rate Cap for Military Members

During military service, students who qualify under the Servicemembers Civil Relief Act may be eligible for a 6% interest rate cap on the loans obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit.

In addition, no interest is charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after Oct. 1, 2008, while a borrower is serving on active duty or performing qualifying National Guard duty during a war, other military operation or national emergency, and serving in an area of hostilities qualifying for special pay. Qualifying students should contact their loan servicer for eligibility details and to request this benefit.

Prior Federal Loans and Financial Aid History

Federal financial aid borrowers can check the interest rate, servicer information and other financial aid history via the National Student Loan Data System (NSLDS) at

https://nslds.ed.gov/nslds/nslds_SA/

State Loans

The University does not actively participate in nor promote any specific state loan programs. Students interested in a state loan program should contact their respective state for information on rates, how to apply, and any terms and conditions. The University will complete and provide information to the state for any state loans that have been requested as required. Based on University records, students have recently received state loans from the following states:

Arizona

Arizona Commission for Postsecondary Education (ACPE)

(602) 258-2435

<https://highered.az.gov>

Arizona Teacher Student Loan Program (formerly Math, Science, and Special Education Teacher Loan Forgiveness Program)

<https://azgrants.az.gov/arizona-teacher-student-loan-program-formerly-math-science-and-special-education-teacher-loan>

New Jersey

Higher Education Student Assistance Authority

<https://www.hesaa.org/Pages/Default.aspx>

NJCLASS Family Loan

<https://www.hesaa.org/Pages/NJCLASSHome.aspx>

Ohio

Ohio Higher Ed

<http://www.ohiohighered.org/>

Nurse Education Assistance Loan Program (NEALP)

Tamika Braswell

(614) 728-8862

<https://www.ohiohighered.org/nealp>

Vermont

Vermont Student Assistance Corp (VSAC)
(800) 882-4166 | Burlington area (802)-654-3750
<https://www.vsac.org/>

Vermont Student Assistance Corp Loan
<https://www.vsac.org/student-loans>

Private Student Loans

Private loans may be available for both students and parents who are not eligible for need-based federal financial aid or who want to supplement their federal and/or state financial aid. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. For debt management purposes, the University encourages applicants to first complete the federal financial aid application to determine eligibility for grants and federal direct loans and to borrow wisely, utilizing funding solely for direct educational expenses related to attendance at the University.

Students applying for a private loan are required to complete a Self-Certification form before the lender can disburse funds to the University. Students complete the form directly with the lender. However, the University may assist in completion of applicable sections of the form. If a student requests a self-certification form, the University will provide the written or electronic form developed by the Secretary. The lender determines eligibility and amounts are limited to the cost of attendance minus other aid, including discounts and any other resources received.

For more information on the difference between federal and private loans, please visit <http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/>

Financial Aid Awarding

For students who have completed all required financial aid materials, the University will evaluate student eligibility for federal, state and institutional aid programs. State grant program eligibility is determined by each state authority. The University is notified of student eligibility by the state authority. Institutional grant and scholarship eligibility determination will vary.

Academic Year Requirements for Financial Aid Recipients

The University defines its academic year as follows:

- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.
- Associate programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time.
- Associate programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time.
- Bachelor's programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master's programs are a minimum of 24 credits and 48 weeks of instructional time.
- Competency Based Education (CBE) Programs are a minimum of 24 credits and 32 weeks of instructional time
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

Note: The academic year definition may vary based on program level, version and course length.

The academic year begins with the first eligible course of a degree program and ends when a student successfully completes both the credits and weeks of instructional time requirements. An academic year has no calendar time constraints and continues through periods of nonattendance that are less than 180 days until both the credit and weeks requirements are met. A week of instructional time is a week (a consecutive seven-day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation or homework. An academic year that begins before a previous existing academic year has ended is considered an overlapping academic year.

Students who overlap courses or take courses concurrently may be required to complete additional credits to meet the number of weeks of instructional time required to complete the academic year.

The academic policy of the University prohibits a student from taking more than two courses concurrently without written approval from the Campus Director of Academic Affairs. Please refer to the University's Academic Year Definition Policy found within the University's Academic Catalog for further information.

Cost of Attendance

The cost of attendance (COA) is used in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The following chart lists the University's current COA. To learn more about the University's COA, refer to the Cost of Attendance Policy in the appendices.

Cost of Attendance Components	Undergraduate Certificate***	Associate 9-Week	Associate 5-Week	Bachelor's Degree (non-CBE)	Graduate Certificate ****	Master's Degree (non-CBE)	Degree CBE	Doctoral Certificate	Doctoral Degree
Tuition*	\$8,274	\$9,480	\$9,480	\$9,336	\$12,294	\$15,600	\$7,200	\$12,150	\$19,368
rEsource Fees	\$1,197	\$1,368	\$1,368	\$1,368	\$1,170	\$1,560	-	\$1,020	\$1,632
Living Expense/ Loan Fees**	Total: \$7,857	Total: \$7,866	Total: \$8,740	Total: \$8,750	Total: \$7,893	Total: \$10,548	Total: \$7,016	Total: \$7,032	Total: \$10,512
Room and Board	\$5,265	\$5,265	\$5,850	\$5,850	\$5,265	\$7,020	\$4,680	\$4,680	\$7,020
Transportation/ Miscellaneous/ Personal care Expenses	\$2,556	\$2,556	\$2,840	\$2,840	\$2,556	\$3,408	\$2,272	\$2,272	\$3,408
Loan Fees	\$36	\$45	\$50	\$60	\$72	\$120	\$64	\$80	\$84
Annual COA	\$17,328	\$18,714	\$19,588	\$19,454	\$21,357	\$27,708	\$14,216	\$20,202	\$31,512

*The tuition component is based on a per credit weighted average for each credential level across the entire University

**The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board. Living expenses include allowances for room and board, transportation and miscellaneous educational expenses

***The figures provided for undergraduate programs are illustrative and based on 21 credits.

****The figures provided for graduate certificate programs are illustrative and based on 18 credits

For detailed information regarding actual tuition fees for programs and locations, contact a finance advisor or visit the tuition and fees web page https://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html. For a list and definitions of all tuition and mandatory fees, including rEsource Fee, at the University, visit: <https://www.phoenix.edu/degrees/academic-catalog.html>

Grade-Level Determination

Determination of grade level is an important part of calculating eligibility for federal and state financial aid. The University determines the student's grade level by calculating the total number of credits that were completed at the beginning of an academic year. For example, a student with 12 transfer credits at the start of his or her program at the University will be considered a grade level 1 student. After the completion of one academic year of 24 credits, the student will have a total of 36 credits completed, making the student eligible for grade level 2 loans in his or her second academic year.

The following chart illustrates the number of credits required to complete each grade level.

Undergraduate Grade-Level Determination

Grade Level	Credits Completed for Primary Program (Includes Transfer Credit)
GL 1 (freshman)	0-24
GL 2 (sophomore)	25-48
GL 3 (junior)	49-72
GL 4 (senior)	73+

Note: A student in a two-year program cannot receive more than a grade level 2 (GL 2) annual loan limit in any given year, no matter how long it takes to complete the program. A student in an undergraduate certificate program cannot receive more than a grade level 1 (GL 1) annual loan limit in any given year, no matter how long it takes to complete the undergraduate certificate. For information on academic year definitions, please see the Academic Year Definition Policy in the Financial Aid Policies appendix.

Verification

A federal financial aid student may be selected for verification by the U.S. Department of Education Central Processing System (CPS). The CPS prints an asterisk next to the expected family contribution (EFC) on the Student Aid Report (SAR) or SAR Acknowledgement to identify the student has been selected for verification. The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications. For further information on the verification process and actions required, refer to the Verification Policy.

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis. Special circumstances will include conditions that differentiate an individual student from a whole class of students and those impacted by a federally declared major disaster, as defined in the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)).

The University will not accept professional judgments made for a student by another school but will independently review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education.

If a student wishes to request a professional judgment, the student should email Student Financial Services at StudentFinancialServices@phoenix.edu or speak over the phone at 1-888-346-8679.

The following are a few examples of when the University may make a professional judgment:

- elementary or secondary school tuition,
- medical or dental expenses not covered by insurance,
- nursing home expenses not covered by insurance,
- dependent care,
- childcare costs,
- a student who is a dislocated worker,
- the loss of employment of an independent student,
- cases where a family member is a dislocated worker,
- cases where a change in the student's housing status results in homelessness,
- recent unemployment of a family member whose income is included,
- other changes in the family's income, assets or a student's status,
- number of parents enrolled at least half-time in a degree, certificate, or other program leading to a recognized educational credential at an institution with a program participation agreement

NOTE: The use of professional judgment is neither limited to nor required in the situations mentioned above. The University will complete verification before exercising professional judgment for students who have been selected for verification.

Conflicting Information

The University must identify and resolve discrepancies in the information received from different sources that affect a student's eligibility for federal student aid. Some of these areas include but are not limited to:

- All student applications (e.g. Admissions Application, FAFSA, etc.)
- Need analysis documents received from ED (e.g., Institutional Student Information Records (ISIRs))
- Federal Tax Return Transcripts and copies of federal tax returns
- Information regarding a student's citizenship
- Previous educational experience (e.g., school credentials such as a high school diploma)
- Documentation of the student's Social Security Number (SSN)
- Late arriving aid from third party sources (see Other Resources section below)
- Other factors relating to the student's eligibility for Federal Student Aid Programs (e.g., compliance with the Selective Service registration requirement)

Other Resources

Students are required to disclose financial assistance (i.e., other resources) that will be paid by a third party on their behalf. Based on the type of other resource received, it may be considered estimated financial assistance (EFA). If it is considered EFA, it will be included in determining if the student's assistance exceeds the cost of attendance. For examples of other resources, please refer to the Packaging Philosophy Policy.

A student must have financial need to receive all federal financial aid funds except for Direct Unsubsidized and PLUS Loans under the Direct Loans program. As such, a student's expected family contribution and other resources will be subtracted from the cost of attendance when determining eligibility for federal financial aid (Title IV). All awards, including need and non-need-based aid, cannot exceed a student's annual cost of attendance.

If the University receives other additional resources that cause the student to exceed the cost of attendance, it will adjust the awards appropriately to eliminate the overaward. This may include reducing future disbursements for a second or subsequent payment period or returning awards to the funding source. Funds will be returned in the order most beneficial to the student. Please refer to the Overawards and Overpayments Policy for further information.

Satisfactory Academic Progress

Information regarding University academic progress standards for individual programs and information regarding the University's Program and Cumulative Grade Point Average policy may be found under the Academic Policies section of the appropriate University Academic Catalog at <https://www.phoenix.edu/degrees/academic-catalog.html>

Information regarding satisfactory academic progress for financial aid recipients can be found in the Federal Financial Aid Satisfactory Academic Progress (SAP) Policy.

Satisfactory Academic Progress for VA Education Benefits

To receive Department of Veterans Affairs (VA) education benefits, a student must maintain satisfactory academic progress (SAP) and conduct accordingly; benefits will be terminated for individuals who are disqualified, suspended or expelled from the University.

Academic Probation

Academic probation (AP) shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program-applicable courses. Concurrent enrollment is prohibited during the four-course AP sequence.

Associate degree students enrolled online should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR and AAPF). In graduate programs, the four-course sequence excludes any undergraduate prerequisite courses.

Financial aid students will continue to receive funds during the probationary period.

Veteran students will continue to receive VA education benefits during the probation period.

The veteran will be informed of the probation, and a notation to the student VA file will be recorded when the probationary period commenced.

Academic Disqualification

Academic disqualification (AD) will result if a student fails to clear an academic probation status within four courses from the onset of probation. Veteran students will not be eligible for VA educational benefits after disqualification. The VA and student will be notified of the disqualification. To reapply, a formal application for admission must be submitted in accordance with University admission procedures. In addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent; and why they should be given favorable consideration for readmission.

The readmission file will be reviewed by the Student Appeals Center and a decision reached regarding readmission. If approved, the student would be required to complete all program requirements in effect at the time of readmission. An application for VA education benefits will also be necessary to re-establish benefits with University of Phoenix. If readmission to the University is approved, please contact your Academic Advisor to determine if your chosen program remains eligible for VA education benefits.

Student Financial Responsibilities, Policies and Options

Student Financial Responsibilities

The University will invoice students for all courses and mandatory fees anticipated for a payment period, which represents half of the student's academic year. A payment period typically includes four courses. Students are responsible for ensuring all tuition and mandatory fees are paid, whether in attendance or not. Students can access account balances and student account information on the student portal. When a student is considered administratively, officially or unofficially withdrawn from his or her program, the University must determine how much federal financial aid funds were earned and return any unearned portion to the appropriate federal financial aid program(s). As a result, the withdrawn student may owe payment to the University or may be eligible to receive a refund.

Meeting Financial Plan Obligations

Students are subject to finance approval by Financial Services prior to enrolling in a course. Tuition, mandatory fees, and sales tax, if applicable, for each course must be paid according to the terms of the primary financial option indicated in the student's Financial Plan located on the student website. Students may not be allowed to attend courses if a payment is due or if paperwork is required. All necessary paperwork or payment arrangements should be resolved prior to the course deadline.

A student may be administratively withdrawn from the program for failure to make payment in accordance with the Student Responsibility to Pay Agreement. Students who are administratively withdrawn will not be permitted to attend a future course until the amount owed is paid in full or satisfactory payment arrangements are made. In addition, students are required to be in compliance with University financial policies before grades and transcripts will be issued or the degree awarded, unless otherwise required by law. If payment for tuition and electronic course materials fees is not received, the student may be withdrawn from the program and subjected to the collections process. The University reserves the right to refer your delinquent account to a 3rd party collection agency. All costs of collection, court costs and reasonable attorneys' fees may be added to delinquent accounts collected through third parties.

Tuition

Information regarding the University's tuition rates is published in the University's Academic Catalog's Tuition and Fees section.

Mandatory Fees

Information regarding the University's mandatory fees is published in the University's Academic Catalog's Tuition and Fees section.

State Tax

The University will collect sales tax on tuition, mandatory fees, digital goods or access to digit information as required by state law. Contact Student Financial Services for the current list of states requiring sale tax to be collected.

Financial Policies

Multiple-Tuition Discount Policy

The University offers various promotional offers which may have overlapping active periods. Students will receive all promotional offers for which they qualify per each promotions eligibility standards. There are some promotions which may not combine with other offers. If you have a question regarding not receiving promotional benefits for which you believe you qualify please contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 888.346.8679.

Payment Policies

Payments are accepted on the student portal at <http://my.phoenix.edu> by check, credit card or debit card Student Financial Services can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

University of Phoenix

Dept 880175
P.O. Box 29650
Phoenix, AZ 85038-9650

If a credit card or a debit card is provided with a completed Authorization to Charge form, tuition, mandatory fees, and applicable sales tax will be charged to that card. Automatic payments are set prior to each course upon request.

The University is not responsible for fees or penalties incurred as a result of payment with a debit card or other restrictive payment cards. The student should contact his or her financial institution for account balances, daily transaction limits and other restrictions.

Tuition Refund Policy

Institutional

The following provisions pertain to all refund policies applied by the University, unless specifically stated otherwise.

- Students who withdraw from a course prior to the start date will receive a 100% refund for that course.
- Students who have completed 60% or less of the course are eligible for a pro rata refund. The pro rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course. *
- The University does not refund tuition for any completed course.

When a student begins a program under Applicant (RR) status, pending the completion of the student admission file, and is subsequently denied admission, the student may be eligible for a full tuition refund. A request for such a refund must be made in writing to a Financial Advisor within 60 days of the denied admission.

Here is an illustrative example of a refund for a 5-week course at the University:

Weeks Attended	Refund for 5-Week Course
1 Week	80% Refund
2 Weeks	60% Refund
3 Weeks	40% Refund
4 Weeks	No Refund
5 Weeks	No Refund

** Attendance for doctoral residency is submitted after the student has attended and completed all days in the residency.*

rEsource fees are nonrefundable, unless prohibited by law. A student who withdraws from a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within 180 days of the course's original start date.

State

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. In the event that there is a conflict in the policies, the state policy will supersede the general University policy, unless the University policy is better for the student's situation. These policies are outlined below.

Arizona

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement. Otherwise, students in Arizona will have tuition refunded using the University Institutional Refund Policy.

California

Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception: Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus services operations manager at the appropriate address listed below.

Refund administrative address for students attending any of the four California regions (Southern California, San Diego, Central Valley and Sacramento Valley):

University of Phoenix

3110 E Guasti Road
Ontario, CA 91761

Refund administrative address for California residents attending Online:

University of Phoenix

4035 S Riverpoint Pkwy.
Phoenix, AZ 85040

Nevada

Students in the state of Nevada will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- If it is determined the University substantially failed to furnish the program agreed upon in the enrollment agreement, the University will refund to the student all the monies paid.
- If the student withdraws, or is expelled, after the start of the first class session and before the completion of more than 60% of the program, the institution shall refund to the student the tuition agreed upon in the enrollment agreement in accordance with the University's Institutional Refund Policy, minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- The University may retain any nonrefundable deposit paid to secure a position in the program upon acceptance.

- Refunds will be paid to the person who paid the tuition within 15 calendar days after one of the following, whichever is applicable:
 - The date of cancellation by a student of his or her enrollment
 - Termination by the University of the enrollment of the student
 - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
 - The last day of attendance of a student
- For purposes of this refund calculation, the period of attendance is measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.

Online

Online students will be subject to the Arizona refund policy. Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement. Otherwise, students will have tuition refunded using the University Institutional Refund Policy.

Financial Options

Understanding and choosing the right finance plan is critical to the successful completion of the student's selected program. University of Phoenix offers a number of finance plan options to assist student's in managing financial obligations. The University will invoice students for all courses and mandatory fees anticipated for a payment period, which represents half of the student's academic year. A payment period typically includes four courses. The student can utilize one or more of the plans listed below, depending on personal circumstances. For more detailed information regarding actual tuition and fees for programs and locations, please refer to the University's Academic Catalog or contact a finance advisor with any questions regarding financial options and scholarships.

Cash Plan

The Cash Plan is available to students who will be using e-checks or credit cards to pay for tuition and mandatory fees. Under the Cash Plan, tuition and mandatory fees will be assessed and invoiced in a single invoice at the beginning of the payment period, which is payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit <https://www.phoenix.edu/student-orientation/paying-for-school.html>

Federal Financial Aid Plan

The Federal Financial Aid Plan is available to students receiving federal grants, federal loans or both to pay for tuition and mandatory fees. Under the Federal Financial Aid Plan, tuition and mandatory fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

The University will defer payment of applicable tuition and mandatory fees based on anticipated federal grant and/or loan disbursements. The Federal Financial Aid Plan requires all federal aid disbursed to be applied to tuition and mandatory fees invoiced.

Tuition and mandatory fees invoiced but not paid by anticipated or actual federal grant and/or loan disbursements are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit <https://www.phoenix.edu/student-orientation/paying-for-school.html>

Tuition Deferral Plan

The Tuition Deferral Plan is available for students who will receive military education benefits or whose employers offer to repay some or all of their employees' tuition. Under the Tuition Deferral plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Military Education Benefits

The University will directly bill the U.S. Department of Veterans Affairs or U.S. Department of Defense for the student's tuition and will defer payment of applicable tuition invoiced based on these agencies' reimbursement policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

The University does not encourage or require a student using military Tuition Assistance benefits to pay his or her electronic course materials fee prior to attending class.

Employer Tuition Reimbursement

The University will defer payment of applicable tuition invoiced based on when the student will receive reimbursement from his or her employer. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/tuition_and_financial_options/financial_options/tuition-deferral-plan.html

Third-Party Billing Plan

The Third-Party Billing Plan is available to students who receive tribal education benefits or whose employer is approved by the University for direct billing of the student's tuition. Under the Third-Party Billing Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Approved Employer

Under the Third-Party Billing Plan, the University will directly bill the employer for the student's tuition and will defer payment of applicable tuition invoiced based on the approved employer's tuition payment policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

American Indian Tribal Nation Education Benefits

Several American Indian tribal nations provide funding for the tuition and electronic materials fees of a student who is a recognized member under the Third-Party Billing Plan. The University will directly bill the American Indian tribal nation and defer payment of applicable tuition and electronic materials fees invoiced based on the American Indian tribal nation's education benefit reimbursement policy and timeline. For more information, please contact tribalrelations2@phoenix.edu

To learn more, please visit https://www.phoenix.edu/tuition_and_financial_options/financial_options/third_party_billing.html

Military Benefits

Veterans Education Benefits

Students who are entitled to federal VA education benefits must make initial contact with a campus Veterans Affairs certifying official. A formal application for admission to the University should be completed before applying for federal VA education benefits. Applications for veteran education benefits should be sent to a local campus point of contact, school certifying official at University of Phoenix central administration or Student Financial Services for submission to the U.S. Department of Veterans Affairs (VA).

Each University of Phoenix program segregated by instructional modality (classroom-based or distance education) requires separate State Approving Agency (SAA) approval for the training of veterans or eligible persons. A student should contact a local campus for information on current approvals. Students who intend to use federal VA educational benefits for a specific program at an institution should confirm the program is eligible for federal VA funding on the WEAMS Institution Search website.

Federal VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the VA can determine eligibility. For information, a student should contact a VA representative at 888 GI BILL 1 (888 442 4551) or review <http://www.gibill.va.gov>

If the VA determines that the student is not eligible for federal VA education benefits or determines that the student's Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition and fees charged by the University.

Students needing to withdraw from the University should provide official notification of their intent to withdraw. Withdrawing may impact federal VA education benefits for the current course, as well as the availability of federal VA education benefits in future courses. Please contact your academic counselor to discuss the impact of withdrawing from a course.

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the educational service officer on the military base. University of Phoenix does not participate in the VA education advanced payment program. More information about veterans benefits can be reviewed at https://www.phoenix.edu/colleges_divisions/military.html

Visit the Department of Veterans Affairs website, <http://www.gibill.va.gov>, for additional information on educational entitlements.

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the U S Department of Veterans Affairs (VA) prior to the start of week 25 of enrollment. The VA may not always pay federal education benefits after week 24 if the VA records indicate the student has a large amount of transfer credits.

Please ensure all prior education transcripts and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University.

Academic credits earned for courses appearing on an official transcript from an accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation.

Transfer credits based on a different unit of credit than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University Office of Admissions and Evaluation or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial, not binding and subject to change.

Students receiving Chapter 30, 32, 33, 35, 1606 and 1607 benefits while attending University of Phoenix North Carolina campuses are required to submit a copy of high school transcripts if they are transferring fewer than 24 credits to University of Phoenix from a previously attended postsecondary institution

Military Tuition Assistance

To obtain federal Military Tuition Assistance, visit your local installation education office or virtual education center to receive college counseling and develop an education plan. From that point, a student can submit a Military Tuition Assistance request; for more information, visit https://www.phoenix.edu/colleges_divisions/military/military-financial-options.html

A student can currently receive 100% of federal tuition assistance from military service, with a \$250 cap per semester hour. Annual tuition assistance limits are determined by each branch of service and are subject to change at any time. If a student wants to apply for Military Tuition Assistance, that student will need to submit a completed authorization form to a military advisor at least two weeks before a course start date.

VA Tuition Assistance Top-Up Benefit

Top-Up allows VA to pay the difference between what Tuition Assistance (TA) pays and the cost of the course. The law prohibits active-duty students from receiving regular Chapter 30 benefits and TA for the same course; however, VA students, to include National Guard and Reserve servicemembers who earned Chapter 30 benefits while on active duty, in receipt of TA may receive the Chapter 30 Top-up benefit. Detailed information about Tuition Assistance Top-up and about applying for Top-up is available on the GI Bill® website, http://www.benefits.va.gov/gibill/tuition_assistance.asp GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

Unearned Tuition Assistance

In alignment with the Department of Defense Memorandum of Understanding (DOD MOU), the University has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60% portion of the period for which the funds were provided.

This policy applies to military service members who receive military Tuition Assistance.

The University will return unearned tuition to the applicable military service as follows:

- a.If a student does not begin attendance at the University, start a particular course, or the course is cancelled by the University, the University will return 100% of any TA funds received.
- b.If a student withdraws from a course TA funds received by the University will be returned on a pro rata basis according to the student's last date of attendance, also known as LDA. The last date of attendance will be used to determine the number of weeks the student attended the course. Once the last date of attendance has been determined, the University will calculate the pro rata percentage by dividing the number of weeks remaining by the total number of weeks in the course. Examples based on course length include:

Here is an illustrative example of a refund for a 5-week course at the University:

Weeks Attended	Refund for a 5-Week Course
1 Week	80% Returned
2 Weeks	60% Returned
3 Weeks	40% Returned
4 Weeks	No Return
5 Weeks	

In instances when a Service member stops attending due to a military service obligation, the University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

c. Unearned tuition assistance funds will be returned to the service unless otherwise directed in writing by the Department of Defense or service.

Servicemember Readmission

Please refer to the Servicemember Readmission Policy in the University's Academic Catalog for further information on the readmissions of servicemembers.

Federal Financial Aid Counseling

Federal Direct Loan Entrance Counseling

The University ensures loan entrance counseling is conducted using an online counseling module for students borrowing Federal Subsidized/Unsubsidized Loans or PLUS Loans for the first time. A link to the iGrad entrance counseling module is displayed within the University financial aid website. Entrance counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- The importance of repayment obligation
- A description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- The impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions

The goal of entrance counseling is to help the borrower understand what it means to borrow federal student loans

Federal Direct Loan Exit Counseling

The University notifies students to complete loan exit counseling online at the U.S. Department of Education website (<https://studentaid.gov/app/counselinginstructions.action?counselingType=exit>) within 30 days of completion of a program, withdrawal from the University or when a student ceases to be enrolled at least half-time. Exit counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- The importance of repayment obligation
- A description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- The impact of borrower responsibility for accruing interest on the borrower's total debt
- A caution to the borrow about third-party debt relief companies
- Other terms and conditions

A letter is sent to students advising them of the exit counseling requirement This letter includes an attachment with all required exit information The attachment can be found at <https://studentaid.ed.gov/sa/sites/default/files/loan-exit-counseling.pdf>

Federal Loan Repayment

Federal Student Loan Deferments (Postponing Payments)

A deferment is a temporary postponement of payment on your federal student loan(s) that is allowed under certain conditions. Students may be eligible for a variety of deferment options including:

- In-school deferment
- Economic hardship deferment
- Cancer treatment deferment
- Graduate fellowship deferment
- Military service and post-active duty student deferment
- Parent PLUS borrower deferment
- Rehabilitation training deferment
- Unemployment deferment

For students enrolled at least half-time at the university, in-school deferment of federal loans is generally automatic based on enrollment reporting the university provides to the National Student Loan Data System (NSLDS) on a weekly basis. If you are enrolled at the university at least half-time and your federal loans are not automatically deferred, please contact your federal loan servicer and request a loan deferment form. Completed deferment forms may be submitted by fax: (480) 643-1000 or email: studentrecordsspecialists.inbox@phoenix.edu.

For all other deferment options, students should contact their federal loan servicer. More information on each deferment option may be viewed at <https://studentaid.gov/manage-loans/lower-payments/get-temporary-relief/deferment>.

Federal Student Loan Simulator

The Federal Student Loan Simulator is a tool that may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available.

For more information regarding loan payment plans and to simulate other repayment plan options please use the ED's loan simulator tool available at <https://studentaid.gov/loan-simulator/>.

Sample Standard Repayment Calculator Detail

Loan Amount	\$15,000
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Interest Rate	2.8%
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Repayment Summary

Months in Repayment	120
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Monthly Payment	\$143
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Total Interest Payment	\$2,174
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Total Loan Payment	\$17,174
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With the standard plan, a fixed payment amount is due each month until loans are paid in full. Monthly repayments will be at least \$50, and have up to 10 years to repay

Graduated Repayment Detail - 120 months starting at a payment of \$79 and a final monthly payment amount of \$237 Total interest paid would be \$2,688, for a total of \$17,688

Extended Repayment (Fixed or Graduated Plans) - Only available for loan amounts greater than \$30,000

Payment amounts under the Pay as You Earn, Revised Pay As You Earn, Income-Based and Income-Contingent repayment plans will be available in the Loan Simulator after you enter tax filing status, adjusted gross income, family size and state of residence.

Federal Student Loan Consolidation

A Direct Loan consolidation allows a borrower to combine multiple federal student loans into one, which results in one bill, and one lender. It can also lower monthly payments by giving borrowers up to 30 years to repay their loans; however, by increasing the length of the repayment period, you will also make more payments, and pay more in interest. Most federal student loans, including the following, are eligible for consolidation:

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Federal Stafford Loans
- Direct PLUS Loans
- PLUS Loans from the Federal Family Education Loan (FFEL) Program
- Supplemental Loans for Students (SLS)
- Federal Perkins Loans
- Federal Nursing Loans
- Health Education Assistance Loans
- Some existing consolidation loans

When considering consolidation, it is important to consider the pros and cons. Consolidation could give borrowers access to alternative repayment plans, which they did not have before, and enable them to switch from a variable interest rate loan to a fixed interest rate. Consolidation may also cause borrowers to lose benefits offered with the original loans, such as interest rate discounts, principal rebates or some loan cancellation benefits, which can significantly reduce the cost of repaying loans.

More information regarding loan consolidation is located at <https://studentaid.gov/app/launchConsolidation.action>

Federal Student Loan Forgiveness, Cancellation and Discharge

In certain situations, borrowers can have their federal student loans forgiven, canceled or discharged. Below is a list of the type of forgiveness, cancellation and discharges available:

- Total and Permanent Disability Discharge
- Death Discharge
- Discharge in Bankruptcy (in rare cases)
- Closed School Discharge
- False Certification of Student Eligibility or Unauthorized Payment Discharge
- Unpaid Refund Discharge
- Teacher Loan Forgiveness
- Public Service Loan Forgiveness
- Perkins Loan Cancellation and Discharge (includes Teacher Cancellation)
- Borrower Defense to Repayment

Detailed information on these options is available at

<https://studentaid.gov/manage-loans/forgiveness-cancellation>

Financial Aid Disbursements

Federal Funds

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the student is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time and earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

First-time, first-year undergraduate borrowers will not have the first installment of the Direct Loan disbursed until 30 calendar days after the program of study academic year begins.

NOTE: Students enrolled in Competency Based Programs (CBE) at the University will receive their first disbursements after the third week of classes has begun to confirm enrollment (academic related activity) in all courses scheduled for the payment period.

Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Direct First-Time, First-Year Borrower	30 days after academic year or program start date	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Direct Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS	3 days after the academic year start date or 3 days after date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Grants		
Pell Grant Iraq Afghanistan Servicemembers Grant (IASG)	3 days from the academic year start date or 3 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Student Education Opportunity Grant (FSEOG)	3 days from the academic year start date or 3 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
State and Institutional Grants	Varies: Dependent on individual state requirements	Varies: Dependent on individual state requirements
Private Loans	Varies: Dependent on individual state requirements	Varies: Dependent on individual state requirements

For additional information on student eligibility for standard, late and post-withdrawal disbursements from the University, please refer to the Disbursements Policy in the Financial Aid Policies appendix

Federal Financial Aid Book Voucher

Pell eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period and disbursed funds would create a federal financial aid credit balance. Student Financial Services will notify these students of the University's book voucher request process. If the student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period.

Students may opt out of this offer by not requesting the book voucher.

Federal Financial Aid Credit Balance

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account. For more information, please review the Federal Financial Aid Credit Balance Policy in the Financial Aid Policies appendix.

On an exception basis, the University may, at its discretion, provide a student access to his or her anticipated federal financial aid credit balance. Students who may need to request this exception should speak with the finance department.

Note: If an exception is granted, the student will be responsible for any balance due to the University resulting from providing the student access to this anticipated federal financial aid credit balance.

Cancellation of Federal Financial Aid

The student (or parent in the case of a Parent PLUS Loan) must inform the University if all or a portion of federal financial aid funds are to be canceled. Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the disbursement date will be honored as a partial cancellation based on Title IV funds that are currently unapplied. The University notifies the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

State Funds

A payment period for state funds is defined according to individual state requirements. The payment period determines when funds are disbursed and the exact amount to be disbursed.

Awarding Aid to Transfer Students

A student who enrolls in a program at the University who has an overlapping academic year (AY) with a prior program, either at the University or at another institution is referred to as a transfer student. An overlapping AY exists if the student begins a program at the University prior to the expiration of the student's prior AY. There are 3 types of transfers: external, internal, and advancing programs.

External Transfer Student

Student previously attended a program at an institution other than the University of Phoenix.

Internal Transfer Student

Student previously attended a program at the University of Phoenix but did not complete this program.

Advancing Program Student

Student previously attended a program at the University of Phoenix, completed this program, and began another program at the University.

For more information on the University's treatment and determination of federal financial aid eligibility for transfer students, please refer to the Awarding Aid to Transfer Students Policy.

Determining Enrollment at the University

Please refer to the Enrollment Status Policy in the University's Academic Catalog for further information on determining enrollment at the University.

Course Attendance Policy

Please refer to the Course Attendance Policy in the University's Academic Catalog for further information on course attendance.

Withdrawing from the University

Circumstances may necessitate withdrawal from the University. For further information on officially, unofficially or administratively withdrawing from the University, please see the University's Withdrawal Policy in the Academic Catalog. For information on tuition refunds, please see the Tuition Refund Policy.

Students who withdraw and are receiving federal student aid funds should refer to the Return of Title IV Policy found in the Financial Aid Policies Appendix for information regarding any impact to their federal student aid.

Leave of Absence

Any student wishing to request a Leave of Absence (LOA) should contact his or her academic counselor to discuss available options. The Leave of Absence request form can be completed by accessing the student portal. Refer to the University's Academic Leave of Absence Policy found in the University's Academic Catalog for further information.

Students who are granted an LOA and are receiving federal student aid funds should refer to the Leave of Absence Policy found in the Financial Aid Policies Appendix for information regarding any impact to their federal student aid.

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy Act

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

The University is required to provide students a copy of its FERPA policy annually and upon written request from students. Current students can obtain a copy of the FERPA policy in the appropriate online Academic Catalog at <https://www.phoenix.edu/degrees/academic-catalog.html>

Under FERPA, a student is defined as an individual who is or has attended an educational institution. Students with at least one academically related activity (or one positive attendance "Y" posted, whichever happens sooner) in a university course are considered students at University of Phoenix.

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to students' records shall not be released to a third party without written or authorized electronic consent, via a FERPA Release form, judicial order or a lawfully issued subpoena.

Education records are defined as all records, files, documents and materials that contain information directly related to a student, and maintained by an educational institution.

The following are not interpreted as education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others
- Records of the law enforcement unit of an educational institution
- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records
- Records created after the student is no longer a student; alumni records

Releasable Information - Directory

In compliance with FERPA, a University-designated representative without prior written or authorized electronic consent of the student can release the following educational record information, provided the student does not have a FERPA Hold Request form on record.

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of degrees earned
- Current enrollment status
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior or senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

Exception: If a student submits written or authorized electronic requests via a FERPA Hold Request form that directory information not be released to a third party, no information can be released, absent a judicial order or a lawfully issued subpoena. A FERPA Hold Request is valid throughout the student's enrollment.

To add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar's Office.

For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form.

For a student to remove previously authorized parties from his or her record, the student would complete a FERPA Release Rescind form listing any/all parties to which that information should no longer be released.

Information Not Released - Non-Directory

Information that must not be released:

In compliance with FERPA, the following student information shall not be released by the University without prior written or authorized electronic consent of the student, a judicial order or a lawfully issued subpoena. The student's signature on the written requests shall be verified before acting upon the request.

- Place of birth*
- Month and day of birth*
- Social Security number (SSN), individual record number (IRN) or personal identification number (PIN)**
- Grades or grade point averages
- Course schedules
- Employment information including: employer, position held, work address or work telephone number
- Academic performance information, such as academic suspension, probation disqualification or academic dishonesty charges
- Admission information, including test scores or entry grade point averages
- Financial and accounting information
- Gender*
- Race*
- Ethnicity*

- Citizenship*
- Country of origin*

Note: Non-directory information can only be released to third parties via telephone or in person if the student has provided written or authorized electronic consent including a security word. If the student does not complete the release information, including security word, information is not released via telephone or in person.

Note: All third parties, including parents, with inquiries require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student.

** Although this information may be disclosed without prior written consent according to FERPA, the University policy is to maintain the confidentiality of this student information.*

*** Student IRN, SSN or PIN numbers generally should not be released to a third party, unless necessary to perform a required task (e.g., Student Financial Agreement, FBI request, etc.).*

Exceptions: The University may release personally identifiable information (PII), directory and non-directory information without the student's consent under the following conditions:

- School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment
- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials such as Apollo Education Group, Aptimus, Protiviti, National Student Clearinghouse, Taylor Corporation, Education Sales Management, InsideTrack, Salesforce, Iron Mountain, Vocado, iGrad, Google, Regent Education, TK20, College Board, Loan Science, Civitas, Pendo.io, Inc., Blackboard, Tevera, and other services.
- Collection agencies (States Recovery Systems, FMS, CBE Group and Resolution Assets Services).
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.

- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution's policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim's next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the institution to defend itself.
- The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.
- A school official is defined as:
 - A person employed by the University in an administrative, supervisory, academic, research or support staff position.
 - A person employed by or under contract to the University to perform a task.
 - A person serving on an institutional governing body or committee.
- A school official has a legitimate educational interest if:
 - Performing a task specified in his or her job description or contract.
 - Performing a task related to a student's education.
 - Providing a service or benefit related to a student or a student's family.
 - Representing a school in which a student seeks to enroll.
 - Disclosing information to federal and state authorities auditing compliance of federal or state support programs.
 - Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid.
 - Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released.
 - Performing studies on behalf of educational institutions.
 - Disclosing information to accrediting organizations carrying out their function.
 - Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

The University can disclose personally identifiable information (PII), directory and non-directory, without student consent if the disclosure meets one of the following conditions:

- This disclosure is to other school officials, whom the University determines have legitimate educational interests.
- The disclosure is to officials of other schools where the student seeks or intends to enroll.
- The disclosure is, subject to requirements of 34 CFR 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.
- The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
 - Eligibility for aid
 - Amount of aid
 - Conditions for aid
 - Enforce terms and conditions of the aid
- Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(0)].
- Students requesting demographic or PII on other University of Phoenix students for survey or research purposes must contact the appropriate director of operations and Academic Affairs after it has been approved through the University's Human Subjects Committee and/or Committee on Research as appropriate.
- The University shall retain a record of disclosure of student information disclosed to a third party. This information will be stored on the University computer system and will contain dates, names and reasons for release. Students shall have reasonable access to their educational records, may request to review their educational records and may challenge the contents of their educational records if they feel the contents to be inaccurate, misleading or otherwise in violation of their privacy or other rights.

Student Right to Access

Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA will be made available. If necessary, the Registrar's Office will work with a campus designee so that the student can review the record.

FERPA regulations require the University to comply with the students' right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, the Registrar's Office will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to have a copy of or to inspect.

Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student's file, the student must fill out and submit the Student Request for Information from Files form. Distance education students must submit a written request specifically outlining which record they would like to review.

A designated University official must be present when a student wishes to review his or her records at a campus location. This includes documents on file or student history notes that do not reference other student information. Printed files requested by the student and mailed from the Registrar's Office will not include history notes from any record systems.

Procedure

Students alleging that their University records are inaccurate or misleading, or who allege violations of FERPA, may present their challenges to the University Registrar.

Students have the right to correct record-keeping errors, but not to seek to overturn administration decisions and assessments. The Registrar shall review students' challenges and, when appropriate, amend students' records accordingly. Students will be notified within 14 days of the Registrar's actions and, based on the action, may request a formal hearing.

A student must submit a request for amendment in writing to the Registrar identifying the specific portion of his or her record he or she wants changed and why he or she believes it's inaccurate or in violation of his or her privacy. The Registrar will respond to the request within 14 days.

If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of his or her right to challenge the information. A student's request for a formal hearing must be made in writing and submitted to the Registrar's Office. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student's expense.

The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals that do not have a direct interest in the outcome of the hearing. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.

The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing, and will include a summary of evidence presented and the rationale for the decision.

If the University decides that the challenged information is not misleading, inaccurate or in violation of the student's privacy rights, it will notify the student within 14 days of his or her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.

The statement will be maintained as a part of the student's record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

Exception: Students may not inspect and review the following absent a judicial order or legally issued subpoena:

- Confidential letters and recommendations for which they have waived their rights of inspection

- Educational records containing information about more than one student (Access is permitted only to that part of the record concerning the inquiring student.)
- Records of instructional, supervisory, administrative and certain educational personnel, which are in the possession of the originator
- Records connected with an application to attend the University if the application was denied (For example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.)

University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students' rights are denied.

Exception: The University may release foreign transcripts to students.

Rationale: Original transcripts from institutions in other countries may be difficult or impossible for students to replace.

The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations absent a judicial order or legally issued subpoena:

- The student is not in compliance with his or her UOPX financial plan.
- There is an unresolved disciplinary action against the student.
- Transcripts will be issued as an exception to the above if one of the two following exception criteria is met:
- A student has filed for bankruptcy and has provided UOPX with a copy of the bankruptcy petition filed with the courts.
- A student has graduated from a previous UOPX program on record as that student had previously satisfied his or her financial obligation for that program.

If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, the student should contact the Admissions and Records Service Center at 800.866.3919 for assistance.

Students have the right to file a complaint with the FERPA. Inquiries should be directed to:

Family Policy Compliance Office
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, children (over the age of 18) and siblings. Beyond this time, requests for these records may be released to anyone after review and approval from the Registrar's Office.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student.

Solomon Act

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes the following:

- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:

- Email address
- Degrees received
- Most recent educational institution attended

Student Loan Code of Conduct

The University protects students with established loan policies. University of Phoenix follows federal regulations that govern student loan requirements. The Student Loan Code of Conduct at https://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html creates and maintains uniform student loan practices that focus on the best interest of student borrowers. It also manages relationships between school employees, learning institutions, lender advisory board members and student loan organizations.

University of Phoenix encourages students to review the Student Loan Code of Conduct at https://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html to learn about loan regulations.

Student Code of Conduct

University of Phoenix has established a Student Code of Conduct. Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in all University-related academic and professional discourse.

Students are accountable for their actions and are required to work independently and collaboratively with teams in achieving learning goals and objectives. As a member of the University's academic community, students acknowledge and accept an obligation to abide by the Student Code of Conduct on or off campus which is determined to impair, interfere with or obstruct the opportunities of others to learn, or which disrupts the mission, processes or orderly functions of the University, will be deemed misconduct. A violation of the Student Code of Conduct will be subject to appropriate disciplinary action.

For additional information on the Student Code of Conduct, see the Academic Catalog or contact the campus, <https://www.phoenix.edu/campus-locations.html>

Consumer Privacy Policy

Summarized below are key elements of the University Privacy Policy. The full version of the policy is available at https://www.phoenix.edu/copyright-legal/privacy_policy.html

Scope of Privacy Policy

The Privacy Policy applies to Personal Information we collect about users of our Sites, Apps, Wi-Fi hotspots, and other online services, (collectively, our "Services"), as well the Personal Information we otherwise collect about individuals, including current and potential students, alumni, visitors to our campuses, prospective students, and others with whom we interact, whether online, via phone, or offline. Certain Services may be subject to additional privacy policies or privacy disclosures relating to the services provided on the Site(s).

Information Collected & Used

We collect information about you directly from you, from third parties, and automatically through your use of our Services or interactions with us. We may combine the information we collect from these various sources. This table provides a summary of the personal information we collect and how we use it, which is further explained in our full Privacy Policy. While the actual information we collect and our use of such personal information varies depending upon the nature of our relationship and interactions, the table below provides a general overview of the categories of personal information we collect and the purposes for which we use such information.

Categories of Personal Information Collected

Name, contact information, and other identifiers: such as real name, alias, postal address, telephone number(s), unique personal identifier, online identifier, internet protocol (IP) address, email address, account name, social security number, driver's license number, passport number, or other similar identifiers.

Customer records: including paper and electronic customer records containing Personal Information, such as name, signature, social security number, physical characteristics or description, address, telephone number, passport number, driver's license or state identification card number, insurance policy number, education, employment, employment history, bank account number, credit card number, debit card number, other financial information, medical information, or health insurance information.

Protected classifications: such as race, color, sex, age, religion, national origin, disability, and citizenship status.

Commercial information: including records of personal property; products or services purchased, obtained, or considered; or other purchasing or consuming histories or tendencies.

Biometric information: physiological, biological, or behavioral characteristics that can be used alone or in combination with each other to establish individual identity, including imagery of fingerprint, face, and voice recordings-from which an identifier template can be extracted.

Internet or other electronic network activity information: including, but not limited to, browsing history; search history; and information regarding a consumer's interaction with an Internet website, application, or advertisement.

Geolocation data: precise geographic location information about a particular individual or device.

Audio, video and other electronic data: audio, visual, electronic, thermal, olfactory, or similar information, such as photos, call recordings, and CCTV footage.

Employment history: professional or employment-related information.

Education information: information regarding past and present education, including institutions attended, years of attendance, courses of study, attendance records, grades, awards earned, degree(s) obtained, discipline records, financial aid awards and payment history, as well as assignments and other student-generated work or contributions to online discussions. The information collected from a student or potential student may include both directory and non-directory information as those terms are defined in FERPA and the University's FERPA policy.

Inferences drawn from any of above categories of Personal Information: inferences used to create a profile about a consumer reflecting the consumer's preferences, characteristics, psychological trends, predispositions, behavior, attitudes, intelligence, abilities, and aptitudes.

Uses of Personal Information

- Administering applications, enrollment, registration, and financial services
- Providing support and services
- Personalizing content and experiences
- Marketing and promotional purposes
- Analyzing and improving our services and operations
- Securing and protecting our assets and rights and preventing misconduct
- Complying with legal obligations
- Supporting our general business operations

California residents. If you are a California resident, please be sure to review the Additional Information for California Residents section of the Privacy Policy for important information about the categories of personal information we collect and disclose and your rights under California privacy laws.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing communications from us, you may express your choice where indicated on the applicable communication, or you may unsubscribe as follows:

- **Email.** If you do not wish to receive marketing emails, follow the opt-out instructions in the footer of any marketing email we send or unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.
- **Postal Mail.** If you do not wish to receive marketing mailings, you may unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.
- **Phone.** If you do not wish to receive marketing telephone calls, you may express your choice during the call or unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.

- **Text.** If you do not wish to receive text messages, you may opt out by responding STOP to cancel future text messages. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866-766-0766.

The CCPA grants California residents certain additional rights and imposes restrictions on business as set forth in our Privacy Policy. If you are a California resident, your additional rights can be found here: https://www.phoenix.edu/copyright-legal/privacy_policy.html#ccpa.

COOKIES AND ADVERTISING

You also have certain choices about how we use your Personal Information for interest-based advertising purposes. You may update your preferences for third party tags and cookies on our Sites using our Preference Center, or you can select Do Not Track options on your personal devices or browsers. To opt out of third-party advertising cookies and tags on our Sites, select "Manage cookie preferences" from the footer of our webpages and turn off Targeting cookies.

We may also use device information, particularly in mobile advertising, to help deliver our advertising and measure ad campaign effectiveness. To assist us in using device information, we participate in the Adobe Experience Cloud Device Co-op. To learn more about Adobe's Experience Cloud Device Co-op, please visit Section 8. Interest-Based Advertising of our Privacy Policy: https://www.phoenix.edu/copyright-legal/privacy_policy.html.

SOCIAL NETWORKING CONTENT

You may change various user settings related to sharing your Personal Information contained in any user profile you set up as part of Social Network activities furnished by us, subject to contractual, academic, legal, or technical restrictions and reasonable notice. Note that your withdrawal from Social Network activities might prevent us from providing you with certain products or services. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.edu.

OTHER IMPORTANT INFORMATION

We have implemented security measures to protect against the loss, misuse, and alteration of the Personal Information under our control. However, no data transmission over the Internet can be guaranteed to be completely secure. As a result, although we will utilize such measures, we do not guarantee you against the loss, misuse, or alteration of Information under our control, and you provide Personal Information to us at your own risk. You should always take care how you handle and disclose your Personal Information and should avoid sending Personal Information through insecure email, Social Networks, or other Internet channels.

If you become a student, your educational records are subject to the U.S. federal Family Education Rights and Privacy Act (FERPA), state laws and your University policies. To obtain a copy of the Students' Rights to Privacy and Access to Educational Records policy, visit https://www.phoenix.edu/about_us/regulatory/consumer-information.html

You may also contact us via one of the below methods:

Mail: University of Phoenix
Registrar's Office
4035 S Riverpoint Parkway
Phoenix, AZ 85040

Registrar's Office - Admissions and Records Service Center
Phone: (800) 866-3919

University of Phoenix may update its policy or revise it from time to time. If you are concerned about how your personal information is used or disclosed, you should contact the University as described above or review the web page at https://www.phoenix.edu/copyright-legal/privacy_policy.html

Contact Us

Should you have any questions about our privacy practices, please contact us at Office.ComplianceUOPX@phoenix.edu or by mail:

University of Phoenix
Ethics, Compliance, and Data Privacy
4035 S Riverpoint Parkway
Phoenix, AZ 85040

Filing a Complaint

Local Campus Students

University of Phoenix is regulated by various state regulatory bodies for filing complaints in the state that a student resides. If a campus based student chooses to file a complaint, he or she can submit an internal complaint to the University's Resolution Services and/or file an external complaint with the designated state regulatory agency.

Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Suite 3008, Phoenix, AZ 85007; telephone (602) 542-5709; <https://ppse.az.gov/>

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.431.6959, 888.370.7589.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Commonwealth of the Northern Mariana Islands: The student may contact the Commonwealth of the Northern Mariana Islands Office of the Attorney General, Office of the Consumer Counsel, 2nd Floor, Juan A. Sablan Memorial Buildings, Capitol Hill, Saipan, MP 96950; telephone 670.237.7500, website: <https://www.cnmioag.org/divisions/consumer-protection/online-student-complaint/>

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program, P.O. Box 541, Honolulu, HI 96809; telephone 808.586.7327, <http://cca.hawaii.gov/hpeap/>

Nevada: The student may contact the Nevada Department of Employment, Training and Rehabilitation: Employment Security Division, Commission on Postsecondary Education, 2800 E. St.

Louis, Las Vegas, NV 89104; telephone (702) 486-7330.

Texas: The student may contact the Texas Higher Education Coordinating Board, 1200 E. Anderson Lane, PO Box 12788, Austin, TX 78711-2788; telephone (512) 427-6101, website: <https://www.highered.texas.gov/links/student-complaints/>

Online Students

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA participating institution (<http://nc-sara.org>). The University has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.

Online students may file a complaint through the University's internal grievance process by submitting the complaint to Resolution Services https://www.phoenix.edu/about_us/contact_us/dispute-management.html or through the complaint process of the Arizona State Board for Private Postsecondary Education <https://ppse.az.gov/complaint>. After exhausting the institution's internal complaint process and the complaint process of the Arizona State Board for Private Postsecondary Education online students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA). The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (<https://azsara.arizona.edu/complaints>).

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

Copyright is a form of legal protection provided by U.S. law, Title 17 U.S.C. §512(c) (2), which protects an owner's right to control the reproduction, distribution, performance, display and transmission of a copyrighted work. The public, in turn, is provided with specific rights for fair use of copyrighted works.

Copyrighted works protect original works of authorship and include:

- Books, articles and other writings
- Songs and other musical works
- Movies and television productions
- Pictures, graphics and drawings
- Computer software
- Pantomimes and choreographic works
- Sculptural and architectural works

Copyright law provides the owner of a copyright the exclusive right to do the following:

- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the work publicly
- Display the copyrighted work publicly
- Perform the work publicly by means of a digital audio transmission in the case of sound recordings

17 U.S.C. § 501(a) states, "Anyone who violates any of the exclusive rights of the copy-right owner is an infringer of the copyright or right of the author." Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

Specific information on copyright law and fair use may be found at the following sites:

- The U.S. Copyright Office: <http://www.copyright.gov>
- The Electronic Frontier Foundation fair use frequently asked questions:
<https://www.eff.org/teachingcopyright/handouts#fairuseFAQ>

Peer-to-Peer File Sharing

Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing compatible P2P software, to connect with each other and directly access digital files from one another's hard drives. Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc. Through P2P file sharing it has become increasingly easy to store and transfer these copyrighted works to others, thus increasing the risk that users of P2P software and file-sharing technology will infringe the copyright protections of content owners.

If P2P file-sharing applications are installed on your computer, you may be sharing someone else's copyrighted materials without realizing you are doing so. As a user of the University network, recognizing the legal requirements of the files that you may be sharing with others is important. You should be careful not to download and share copyrighted works with others.

The transfer and distribution of these works without authorization of the copyright holder is illegal and prohibited.

Violations and Penalties under Federal Law

In addition to University sanctions under its policies as more fully described below, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For willful infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

University Methods to Effectively Combat Unauthorized Distribution of Copyrighted Material and Student Sanctions

A student's conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy, its Acceptable Computer Use for Faculty and Students policy and any other applicable University policies.

The University may monitor traffic or bandwidth on the networks using information technology programs designed to detect and identify indicators of illegal P2P file-sharing activity. In addition to, or as an alternative, the University may employ other technical means to reduce or block illegal file sharing and other impermissible activities.

The University will also provide for vigorous enforcement and remediation activities for those students identified through the University Digital Millennium Copyright Act policy as potential violators or infringers of copyright.

Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means. These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Computer Use for Faculty and Students policy and any other University policy applicable to the particular situation.

Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

Education and Awareness

The University uses a variety of means to inform students, faculty and other network users about copyright laws and the response to copyright infringement claims by the University.

The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent.

The Consumer Information Guide, https://www.phoenix.edu/about_us/regulatory/consumer-information.html, is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Legal Sources for Online Music and Videos

The legal sources for online music and videos are reviewed annually by the University's Sr Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:

EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources:

<https://www.educause.edu/focus-areas-and-initiatives/policy-and-security/educause-policy/legal-sources-online>

The Recording Industry Association of America (RIAA) provides a list of legal music sources:

<https://www.riaa.com/resources-learning/for-students-educators/>

The legal sources for online music and videos are reviewed annually by the Sr Director of Governance, Risk and Compliance.

Digital Millennium Copyright Act Policy (DMCA)

The University computer networks, including its online library and classroom environment, are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. Please refer to the University's Copyright Infringement and Peer-to-Peer File Sharing Policy for more information.

University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. In addition to sanctions that may be applicable under the University Student Code of Conduct, the Acceptable Computer Use for Federal and Student, or other policies. The University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement. The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers' accounts under the DMCA.

Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix
Copyright Agent
4035 S Riverpoint Parkway
Phoenix, AZ 85040
Email: copyrightagent@phoenix.edu

If a valid DMCA notification is received, the University will respond under the 'Process for Filing Notice of Alleged Infringement' by taking down the infringing content found on our networks. On taking down content under the DMCA, the University will take reasonable steps to contact the owner of the removed content so that a counter notification may be filed. Upon receiving a valid counter notification, the University will generally restore the content in question, unless the University receives notice from the notification provider that a legal action has been filed seeking a court order to restrain the alleged infringer from engaging in the infringing activity.

The DMCA provides that you may be liable for damages including costs and attorneys' fees if you falsely claim that someone is infringing on your copyright. Alternatively, an individual can also be liable for damages including attorneys' fees if you materially misrepresent that an activity is infringing on the copyright of another. Therefore, the University recommends contacting an attorney if you are unsure whether a work is protected by copyright laws.

Pursuant to the DMCA, unless the University receives notification that legal action to seek a court order restraining the alleged infringer from further engaging in the infringing activity has been filed, upon receiving a valid counter notification, the University will:

- Provide the person who filed the original notification with a copy of the counter notice.

- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

Below is the process for filing a notification under the DMCA when an individual believes their work has been infringed upon. Notice must be given in writing to the designated agent as specified above and contain the following information:

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, describe the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number one and provide detailed information that is reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- Provide sufficient contact information: phone number, address and email address.
- If possible, provide information that allows the University to notify the alleged infringing party of notice of the alleged infringement.
- The following statement must be included in your notice: "I have a good faith belief that the use of the copyrighted materials described above and contained on the service is not authorized by the copyright owner, its agent or by protection of law."
- The following statement must be included in your notice: "I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed."
- The notice must be signed.

Process for Filing Counter Notification of Alleged Infringement

The person or provider of the alleged infringing material may present a counter notification pursuant to the DMCA. Upon proper counter notification, the University may reinstate the removed content. Notice must be given in writing to the designated copyright agent as specified above and contain the following information:

- Identify the material that has been removed. This may include providing the location or the URL when possible.
- Provide your name, address, telephone number and email address if available.
- Provide a statement that you consent to the jurisdiction of Federal District Court for the judicial district in which you reside, or for any address outside the United States or any judicial district, in which the service provider may be found, and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.
- Provide the following statement: "I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled."
- The notice must be signed.

Register to Vote

University of Phoenix makes the effort to educate students regarding the importance of exercising their right to vote and makes voter registration information available at the campuses. Additionally, the University makes a good-faith effort to distribute voter registration forms to students attending locations in states covered under the National Voter Registration Act of 1993 (NVRA).

The National Mail Voter Registration Form can be used by U.S. citizens to register to vote, to report a name or address change, or to register with a political party. Please follow the generic and state specific instructions for completing the form prior to mailing it to the address provided for the state in which you reside.

For more information on elections, registration, and voting in your state please visit <https://www.eac.gov/voters/register-and-vote-in-your-state>. Please note that the following states do not allow for same-day voter registration so you must plan accordingly: AZ, FL, GA, HI, IL, MI, NV, NJ, NM, NC, PA, TN, TX, UT, VA, and WA.

Campus Safety and Security

Annual Security Report

The University of Phoenix publishes an Annual Security Report annually by October 1st. The report is comprised of two parts, (1) the current Campus Safety Policies and (2) the Campus Crime Statistics, for the last three calendar years.

Visit https://www.phoenix.edu/about_us/campus-safety.html to access a PDF file of each separate campus Annual Security Report.

Campus Safety Policies

The University Campus Safety Policies at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase the campus community's awareness of current programs that exist to protect its members' safety and well-being and to satisfy the requirements of the Drug-Free Schools and Communities Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The information included relates to the following:

- Alcohol and other drug abuse prevention, health risks, effects of use, and counseling services
- Crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual violence programs aimed at awareness and prevention

The information is intended to provide a useful description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years.

Campus Crime Statistics

The Clery Act delineates the violations that need to be reported. The University of Phoenix Annual Security Report includes all Clery Act crimes reported to campus security authorities (CSAs), regardless of who reported, whether an investigation is initiated, or whether there is any decision by a court, prosecutor, or any other non-campus official unless it has been "un-founded" by law enforcement personnel. In addition, the University's Annual Security Report includes any Clery crimes reported to local law enforcement collected by the Campus Safety Coordinator through an information request. The statistics cover crimes reported to the University over the previous three years that occurred on campus, in certain off-campus (noncampus) buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to a CSA and local law enforcement agency.

The following Clery Act crimes meet definitions in the FBI's Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence and Stalking, definitions are provided by the Violence Against Women Act of 1994 (VAWA) and repeated in the U S Department of Education's Clery Act regulations.

- **Criminal Offenses** - Criminal Homicide (Murder and Non-Negligent Manslaughter, Manslaughter by Negligence), Sex Offenses (Rape, Fondling, Incest, Statutory Rape), Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft, and Arson
- **VAWA Offenses** - Any incidents of Domestic Violence, Dating Violence, and Stalking
 - Sexual Assault is also a VAWA Offense but is included in the Criminal Offenses category for Clery Act reporting purposes
- **Hate Crimes** - Any of the above-mentioned offenses (excluding Manslaughter by Negligence, Domestic Violence, Dating Violence, or Stalking), and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias
- **Arrests and Referrals for Disciplinary Action for Weapons** - Carrying, Possessing, etc. Law Violations, Drug Violations, and Liquor Law Violations
 - Hate crimes are not reported for these violations or referrals

Specific campus location crime statistics are available electronically in their respective Annual Security Report at https://www.phoenix.edu/about_us/campus-safety.html or by requesting a paper copy of the report from a Campus Safety Coordinator (contact information can be viewed at https://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html) or any University representative.

University of Phoenix expressly reserves the right to modify or to adopt additional campus policies and procedures relating to campus safety, at any time without notice.

Statement of Policy on Sex Offender Registration

The Campus Sex Crimes Prevention Act of 2000 requires institutions of higher education to advise members of the campus community where they can obtain information provided by the state concerning registered sex offenders. It also requires sex offenders to notify the state of each institution of higher education in the state at which they are employed or enrolled or carrying on a vocation. The state is then required to notify the University of any such information it receives. This notice should be directed to the Campus Safety Coordinator at their local campus.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the sex offender databases at <http://www.sexoffender.com/> and <https://www.nsopw.gov/>. You can search by city, county or ZIP code. This information is collected by other agencies, and the University cannot guarantee this information is correct or complete. The database link is provided to comply with the Clery Act and for campus safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Emergency Mass Notification Policy

The University maintains emergency management policies, procedures, and systems to protect lives and property, and to continue necessary critical functions and essential services.

An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the campus community at a University site or that significantly disrupts the normal course of University business.

The Emergency Mass Notification process includes emergency escalation procedures, mass notifications and supporting systems. In an emergency, dangerous or otherwise high-risk situation, these processes enable the University to, without delay, take into account the safety of the community, determine the content of the notification, and initiate the notification system to students, faculty and staff, including those who are enrolled at the University, unless issuing the notification system will, in the professional judgement of the responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

The policy can be viewed in its entirety in the Campus Safety Policies at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf

Campus Safety Contact List

To help ensure the safety of the campus community, the University has campus security authority (CSA) reporting contacts, including a designated Campus Safety Coordinator on every local campus. Below are some of the persons to whom students, faculty and staff should report crimes. Visitors and others not associated with the University can also contact these CSA reporting contacts to report crimes.

Security Operations Center (SOC)

866-992-3301 or 602-557-7000

GSOC@phoenix.edu

Senior Director Security

Steve Lindsey 602-557-7537

Steve.Lindsey@phoenix.edu

Title IX Coordinator

Bridget Beville 602-557-1823

TIXC@phoenix.edu

Ethics Helpline

888-310-9569

<http://www.UOPXhelpline.com>

Campus Safety Coordinators

Find your local campus Campus Safety Coordinator's name and contact information at https://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html

Alcohol and Other Drug Abuse Prevention

The U.S. Department of Education requires institutions of higher education to implement an alcohol and other drug abuse prevention and awareness program for their students and employees. University of Phoenix abides by the federal regulations for the Drug Free Workplace Act and the Drug Free Schools and Communities Act, regardless of individual state legalization. The University has a "zero-tolerance" policy regarding the unlawful use, sale, possession, or distribution of illegal drugs and alcohol on University Controlled Property, or as part of any University activity. Misconduct violations relating to the Student Code of Conduct, Faculty Code of Conduct, and/or the Code of Ethics are subject to disciplinary sanctions.

Students, faculty and staff are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Policies and programs concerning alcohol and other drugs, including health risks, effects of use, penalties, and counseling and assistance resources, can be viewed in the Campus Safety Policies at

https://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html.

Prohibition of Illicit Drug Use, Underage Drinking, and other Violations of Alcohol and other Drug-Related Policies

The University's Codes of Conduct clearly state that the unlawful manufacture, sale, delivery, unauthorized possession, or use of any illicit drug is prohibited on property owned or otherwise controlled by the University. The University enforces a "zero-tolerance" policy regarding underage drinking and will enforce state underage drinking laws on its campus premises (Note: The minimum legal drinking age in the United States is 21.) If any individual is found violating any alcohol- or other drug-related law while at a University location or activity, the University will fully cooperate with federal and state law enforcement agencies.

Institutional Sanctions for Alcohol and Drug Violations

The University abides by local, state, and federal sanctions regarding unlawful possession of drugs and the unlawful consumption of alcohol. Any member of the University community found consuming or selling alcohol or other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Consistent with local, state, and federal sanctions, the University may impose a disciplinary sanction to students, faculty, or staff requiring the completion of an appropriate rehabilitation program. Failure to comply with disciplinary standards could result in sanctions, up to and including expulsion or termination of employment, and referral for prosecution for violation of the standards of conduct.

Federal Financial Aid Penalties for Drug Violations

According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving federal financial aid may lose eligibility for federal aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans and other financial assistance.

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. If the student answers "yes" to the question, then he or she will be sent a worksheet by the federal processing center in order to determine whether the conviction affects eligibility for aid. Should the financial aid office be notified that a student has been convicted of sale or possession of illegal drugs, financial assistance will be suspended immediately. If a conviction was reversed, set aside or otherwise rendered invalid, it does not count. Convictions occurring during periods of non-enrollment also do not count. In addition, any conviction received as a juvenile does not count, unless the student was tried as an adult.

Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines, imprisonment or both.

Penalties for Drug Convictions

A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count against student eligibility if they were for an offense that occurred during a period of enrollment for which the student was receiving FSA and they do not count if the offense was not during such a period, unless the student was denied federal benefits for drug trafficking by a federal or state judge. Also, a conviction that was reversed, set aside or removed from the student's record does not count nor does any conviction received as a juvenile count unless the student was tried as an adult.

POSSESSION OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for one year from the date of conviction.
- Second offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses: Indefinite ineligibility for federal financial aid from the date of conviction.

SALE OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses: Indefinite ineligibility from the date of conviction.

Note: The student may regain eligibility the day after the period of ineligibility ends. If the student was convicted of both selling and possessing illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

How to Reduce the Period of Eligibility or Regain Eligibility

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Having the conviction reversed, set aside or otherwise rendered invalid.

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive. It is the student's responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA. The University is not required to confirm the reported information unless conflicting information is determined.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds from a federal, state or local government agency or program, or from a state-licensed insurance company, or
- Be administered or recognized by a federal, state or local government agency or court, or by a state-licensed hospital, health clinic, or medical doctor.

Convictions for Offense That Occurred During Enrollment

Federal regulations require an enrolled student convicted of a drug offense after receiving federal financial aid to notify Student Financial Services immediately. The student may be ineligible for further aid in that academic year and required to pay back all federal aid received after the date of the conviction. Student Financial Services will work with the student regarding all of the available options.

Academic Year Definition Policy

Overview

The Academic Year Definition Policy provides the defined academic year for each program (by credential level) offered by the University.

Policy

A student's academic year begins with the first eligible course of a degree program and ends when the student successfully completes the credits and weeks of instructional time requirements. A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework.

The University defines its academic years as follows:

- Undergraduate Certificate Programs are a minimum of 24 credits and 40 weeks of instructional time
- Graduate Certificate Programs are a minimum of 24 credits and 48 weeks of instructional time
- Associate Programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time

- Associate Programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time
- Bachelor's Programs are a minimum of 24 credits and 40 weeks of instructional time
- Master's Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time
- Competency Based Education (CBE) Programs are a minimum of 24 credits and 32 weeks of instructional time

Students who take more than one course at a time or have courses with overlapping instructional weeks may complete the minimum number of credits (24) prior to completing the required weeks of instructional time. In order for a student to complete the academic year, both credits and weeks of instruction must be met. Therefore, students may need to complete additional weeks to successfully complete the academic year definition.

Example:

A student is enrolled in a Bachelor program and has two courses that overlap by one instructional week. The student would be completing 24 credits in 39 weeks; however, the academic year definition is a minimum of 24 credits and 40 weeks. Therefore, the academic year would not be over until the student completes at least one more week of instructional time. In order to do this, the student must complete at least one additional week in the subsequent course.

Allowable Charges Policy

Overview

Federal regulations stipulate that when an institution disburses federal financial aid funds to a student by crediting the student's account, it may do so only for allowable charges. Student nor parent authorization is required to apply disbursed federal financial aid funds to an allowable charge. The Allowable Charges Policy defines what those allowable charges are at the University.

Policy

Allowable Charges

The University defines allowable charges as follows:

- Tuition
- rEsource Fees (electronic course materials fees and books)
 - By using the ED MAP Book Voucher, the student has authorized the use of federal financial aid funds for the book charge. If the student chooses not to use the book voucher, the authorization is no longer valid.
- Sales tax, if applicable and assessed on an allowable charge,
- California Student Tuition Recover Fund (CA STRF), if applicable

Prior-Year Charges

If a student owes allowable charges from a prior loan period, the University will use current loan period Direct Loan funds, not to exceed \$200, to pay those charges. The University does not apply any other type of federal financial aid funds (e.g., Pell and FSEOG) to allowable charges for any prior loan period. (Refer to the Federal Financial Aid Credit Balance Policy for additional information)

Cost of Attendance Policy

Overview

The Cost of Attendance Policy addresses the cost of attendance (COA) established for use in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific academic year. The University uses the same COA when awarding Pell Grant, FSEOG, and Direct Loans. If the student is only receiving Pell Grant or IASG, the Pell COA is used for awarding purposes. The COA consists of various components to determine eligibility for an academic year. The University reviews and, if necessary, updates each COA component annually.

Policy

The University's COA is made up of the following components:

- Tuition and mandatory institutional fees
- rEsource Fees (Books and Supplies)
 - rEsource fees encompass course textbooks and electronic materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink
- Living Expense
 - Room and Board (housing and food)
 - Transportation
 - Miscellaneous
 - Personal care expenses
- Federal Loan Fees

If a student is attending less than half time, the COA is limited to the following components:

- Tuition and mandatory institutional fees
- rEsource Fees

To determine the total of each component for a student's COA, the University references its academic year definition for each credential level to establish the number of credits and months to be used. (Refer to Academic Year Definition Policy for further information)

If a student's academic year is less than a full academic year in either credits or months, each component will be adjusted accordingly.

Exceptions include professional judgment decisions (i.e. child care costs) and elimination of an overaward using a student's actual tuition costs for the period of enrollment. (Refer to the Overaward & Overpayments Policies for further information.)

Tuition

The tuition component for the COA is based on a per credit weighted average for each credential level across the entire University. The University documents how tuition averages are calculated and makes this information available upon request.

To determine the total tuition component for each student's COA, the University multiplies the weighted average price per credit by the average number of credits per academic year.

rEsource Fees

The books and supplies component is calculated using a standard rEsource fee for each course in the student's academic year based on the credential level.

Living Expense

The living expense component is a per month allowance. The University documents how living expense components are calculated and makes this information available upon request. Students receiving military housing assistance (Basic Allowance for Housing or BAH) will have a reduction in living expenses in the amount of the room allowance (housing). Students who are incarcerated are not eligible to receive living expenses.

To determine the total living component for each student's COA, the University references its academic year definition for each credential level to establish the number of months to be used. (Refer to Academic Year Definition Policy for further information)

Loan Fees

The University calculates an average loan fee per month based on credential level. The number of months used to determine the living expense component (see above) is also the number of months used to determine the total loan fee component in the student's COA. The University documents how the loan fee component is calculated and makes this information available upon request.

Consortium Agreements Policy

Overview

Written arrangements consist of consortium and contractual agreements. The Consortium Agreements policy documents the University's position on participating in consortium agreements with other institutions for the purpose of receiving or processing federal financial aid funds.

Policy

The University may execute on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute on an individual basis nor execute as a home or host institution for students enrolled as degree seeking students at the University.

Federal Student Aid COVID-19 Exceptions Policy

Overview

The Federal Student Aid (FSA) COVID-19 Exceptions Policy highlights the exceptions made to existing University policies for the 2019-2020, 2020-2021, and 2021-2022 federal award years while administering FSA funds for students impacted by COVID-19.

Policy

In an effort to mitigate the effects of the COVID-19 national emergency, multiple federal actions were enacted to provide relief to impacted organizations and individuals.

- **March 13, 2020:** The President of the United States declared a national emergency concerning the coronavirus (COVID-19).
- **March 27, 2020:** The Coronavirus Aid, Relief, and Economic Security Act ("CARES Act") was signed into law.
- **April 3, 2020:** The Department of Education (ED) deemed the President's national emergency as equivalent to a federally declared major disaster, as defined in the Robert T. Stafford Disaster Relief and Emergency Assistance Act in 42 U.S.C. § 5122(2) (Stafford Act).

As a result of the above series of events, ED published a series of electronic announcements describing waivers, emergency flexibilities, and regulatory relief that schools may use to aid students impacted by the COVID-19 national emergency.

This policy describes the exceptions to existing University FSA policies permitted for federal student aid applicants and recipients during the coronavirus (COVID-19) national emergency.

Verification and Conflicting Information Policy

Acceptable Documentation for V4 and V5

High School Completion

Applicants selected for V4 or V5 verification must provide acceptable documentation, as detailed in the Verification and Conflicting Information Policy, in order to resolve verification. This requirement continues to apply, even during the COVID-19 national emergency. However, if an applicant has attempted but has been unable to obtain documentation to verify his/her high school completion or its equivalent, on an exception basis, the University will accept a signed and dated Attestation of High School Completion from the applicant in which he or she truthfully attests to his or her high school completion or the equivalent. This exception will be permitted only for Verification groups V4 and V5 from May 15, 2020 until the end of the first payment period that begins after the COVID-19 national emergency is rescinded. The University will identify students who qualify for this exception and provide the Attestation of High School Completion Form for the student to complete and return.

The attestation may not be used to resolve conflicting information, including "none of the above".

Any documentation obtained through this exception cannot be used to resolve verification outside of the timeframe designated by the law (i.e. verification conducted in subsequent payment periods and award years).

Return of Title IV Policy

Return of Unearned Aid

When an FSA recipient withdraws from the University prior to completing a payment period for which he/she received FSA funds, an R2T4 calculation must be performed to determine the amount of FSA funds earned as of the date of withdrawal as well as the amount of unearned funds that must be returned to the applicable FSA program(s), as detailed in the Return of Title IV Policy. This requirement continues to apply, even during the COVID-19 national emergency. However, for students determined to be eligible for the CARES Act provisions related to R2T4 ('Cares Act relief'), neither the University nor the student is required to return unearned FSA program funds to the applicable FSA program(s). Additionally, if FSA program funds were previously returned and/or reported as an overpayment for students determined to be eligible for Cares Act relief, the University is required to re-disburse these funds and/or remove the reported overpayment. The University will evaluate a student's eligibility for this exception if the student has officially withdrawn from the University during an eligible payment period and appropriately submits the University's required attestation form satisfactorily explaining why the withdrawal from an eligible payment period was the result of the COVID-19 national emergency.

Determination of Eligibility for Cares Act Relief

A student must officially withdraw by following the University's Withdrawal Procedures published in the University's Academic Catalog and designate their reason for withdrawal to be related to the COVID-19 national emergency to be considered for CARES Act relief. The University will notify potentially eligible official withdrawals via email and provide the University's Truthful Attestation of Coronavirus-Related Circumstances Form. This attestation form must be completed in full and include a detailed explanation describing why the student's withdrawal was the result of the COVID-19 emergency. The completed attestation form MUST be returned to the University within 30 days from the email notification date via email to FinancialServicesSeniorSupport@phoenix.edu. Completed attestation forms received after this deadline will be denied. Students should provide any relevant supporting documentation with the completed attestation form.

The University will review each Truthful Attestation of Coronavirus-Related Circumstances Form submitted and determine whether the student meets the eligibility requirements for CARES Act relief. If the University determines the student is eligible for CARES Act relief, the University will re-disburse any FSA program funds that were included in the R2T4 calculation.

Disbursement Policy

Late Disbursement

The University is required to confirm that certain conditions are met prior to making a late disbursement of FSA program funds, and the conditions vary based on the type of FSA program fund(s) being disbursed. For more information on late disbursements, including post-withdrawal disbursements, and the conditions that must be met, please refer to the Disbursements Policy. This requirement continues to apply, even during the COVID-19 national emergency. However, for students determined to be eligible for the CARES Act provisions related to R2T4 ('Cares Act relief') the University is not required to employ the conditions for determining if a late disbursement, including post-withdrawal disbursements, can be made. Consequently, for students who qualify for Cares Act relief, the University will re-disburse any FSA program funds that were included in the R2T4 calculation.

Exceptions notwithstanding, the University must still perform the R2T4 calculation and required actions within the required timelines and document the results.

If the re-disbursement of FSA program funds previously returned creates a Title IV credit balance, the University must issue funds to the student within 14 days.

Disbursements Policy

Overview

The Disbursements Policy addresses a student's eligibility for standard, late, and post-withdrawal disbursements of federal financial aid funds from the University. The University may only disburse federal financial aid funds to eligible students for allowable charges.

Policy

The University requires the following information be completed before a disbursement of Federal Direct/PLUS loans is made:

- Confirmation of loan amount (fund acceptance)
- Entrance counseling, if applicable
- Master Promissory Note (MPN)

The following are additional items that may be required:

- University's confirmation of financial aid satisfactory academic progress
- A 30-day disbursement delay for first year/first time borrowers

Master Promissory Note Confirmation

The University uses the multi-year MPN and practices an active confirmation process for all borrowers borrowing under the Direct Loan Program. The University requires a student to submit a new MPN if no Direct Loan disbursements are made within one year of the original MPN sign date. The University originates the loan(s) based on the student and/or parent's confirmed loan amount(s) received during the processing of his/her financial aid for each FAFSA award year. Requests may be made for an increase or decrease to the loan amount. However, if the amount(s) of Federal Direct and/or PLUS (PLUS) loans requested exceeds the student's cost of attendance (COA), the University only originates up to the COA.

The University will maximize the student's Subsidized Direct Loan eligibility when awarding and originating the confirmed Direct Loan amount.

Standard Disbursement

The University will notify students, before any disbursement is made, of the amount of federal financial aid funds the student (and his/her parent) can expect to receive under each federal financial aid program for each payment period in the academic year (AY) and how and when those federal financial aid funds will be disbursed. The University will schedule disbursements according to procedures; typically, federal financial aid fund disbursements are scheduled to disburse by the 3rd day of a payment period. For students enrolled in Competency Based Education Programs, the disbursements will be made once the student has posted an academically related activity in each course. This is to confirm enrollment in all courses scheduled for the payment period before funds will be disbursed.

At the time of disbursement, the University will confirm the student continues to meet student eligibility requirements in addition to disbursement requirements and is eligible to receive the federal financial aid funds awarded. Typically, a student is eligible to receive a disbursement of federal financial aid funds for the first payment period of the AY when the University confirms the student has posted attendance in an eligible course(s) in the payment period and satisfactory academic progress standards were met, if applicable. The student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period when the student meets the above criteria in addition to successfully completing one-half the weeks of instructional time AND earning one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

At the time the AY and federal financial aid funding is initially established, if the payment periods are not equal in credit hours and weeks of instructional time, the first payment period will consist of more credit hours and/or weeks of instructional time to ensure the required credit hours and weeks of instructional time are earned/completed before the second payment period disbursement is made, as required. However, based on the student's actual progression thru their AY, the student's federal financial aid funding may be reevaluated resulting in the second payment period consisting of more credit hours and weeks of instructional time than the first payment period.

If a program is longer than one AY and consists of a remaining period that is more than one-half an AY, the remaining period will have two payment periods. Timing and eligibility of the disbursements are the same as outlined above. If the remaining period is equal to or less than one-half an AY, the remaining period will have one payment period. However, the University disburses federal financial aid funds in two disbursements. The second disbursement is not made until the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in this single payment period.

Right to Cancel

Once the loan is disbursed, the University will send the student/parent a disbursement notification that contains information regarding a borrower's Right to Cancel, which includes the time given to respond should the student and/or parent borrower wish to cancel all or a portion of their loan request(s). This notice will be sent to the student/parent no later than seven days after crediting the student's account at the University. Borrowers who wish to cancel all or a portion of their loan must login to the student website and navigate to Account > Awards & Disbursements > Change Loans to initiate the reduction or cancellation of federal financial aid within 30 days from the date the University sends the disbursement notification. If there are any further questions, students can contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679. Any requests received after 30 days will be denied. The University will notify the student/parent in writing the outcome of his/her request regardless of when the cancellation request is received.

Late Disbursement

Students or parents become ineligible to receive federal financial aid funds on the date the student:

- For Federal Grants, the student is no longer enrolled at the University for the award year; or
- For Direct Loans, the student is no longer enrolled at least half time

If a student completes a payment period or academic year, withdraws during a payment period or period of enrollment, or graduates, the University must make or offer the student (or parent in the case of a PLUS loan) a late disbursement of federal financial aid funds for which the student (or parent in the case of a PLUS loan) was eligible while in attendance at the University.

The U.S. Department of Education regulations do not permit the University to make any late disbursement of federal financial aid funds after 180 days from the date the University determined that the student withdrew or, if the student did not withdraw, became ineligible.

The following conditions must be met prior to the date the student became ineligible for a late disbursement

Program

Pell Grant/IASG		No additional requirements
FSEOG	For all programs: 1. ED processed a SAR/ISIR with an official EFC; AND	Student is awarded a grant
Direct Loans	2. The University received a valid SAR/ISIR by the date established by ED.	A loan record is originated

The following additional limitations must be satisfied before the University may make a late disbursement

Direct Loans	The University received a valid SAR/ISIR by the date established by ED; and 1. For a first-year, first-time borrower, the student completed 30 days of the program. 2. For a second disbursement, the student graduated or completed the period for which the loan was intended.
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Paying a Late Disbursement of Federal Financial Aid Grant Funds

Without the student's permission, the University may credit a student's account with a late disbursement of federal financial aid grant funds for charges associated with the current payment period. If federal financial aid grant funds remain to be disbursed from a late disbursement after all outstanding charges on the student's account have been satisfied, the University pays the grant funds directly to the student within 14 days.

Paying a Late Disbursement of Federal Financial Aid Loan Funds

Prior to the University making any late disbursement of federal financial aid loan funds, the borrower is notified with an explanation stating the borrower's obligation to repay the loan funds disbursed. The borrower is given an opportunity to accept or decline the loan. The borrower's authorization to receive the loan must be submitted via a verbal request, the late disbursement letter or a signed statement submitted to the University titled "Late Disbursement Notification."

The borrower has 30 days from the date on the late disbursement letter to return the letter to the University; otherwise the loan award is canceled. If the student had a federal financial aid credit balance before becoming ineligible, and the credit balance consists of direct loans, the University offers the funds to the student in writing and does not disburse the direct loan funds directly to the student until the borrower's authorization is received.

Post Withdrawal Disbursement

As a result of the student's Return to Title IV Funds (R2T4) calculation, the student may be eligible to receive federal financial aid funds that had not disbursed but could have been disbursed prior to the student's withdrawal date (Refer to the R2T4 Policy for further information).

If the total amount of federal financial aid grant and/or loan funds earned by the student on the R2T4 calculation is greater than the total amount of federal financial aid disbursed to the student, or parent in the case of a PLUS loan, the student may be eligible to receive a post withdrawal disbursement (PWD).

The University does not include as a PWD any funds from a disbursement the University was prohibited from making on or before the date of the University's determination that the student withdrew, which would apply to the following:

- A first disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before completing 30 days of the program of study;
- Second or subsequent disbursements of Direct Loan funds unless the student successfully completed the loan period; or
- Disbursements of Federal Pell or IASG Grant funds to a student for whom the University did not have a valid SAR/ISIR by the deadline established by ED

A PWD is made from available grant funds before available Direct Loan funds.

Post withdrawal Disbursement of Federal Financial Aid Grant Funds

The University will credit a student's account with a PWD of federal financial aid grant funds (Pell, IASG, and FSEOG), without the student's permission, for outstanding current allowable charges.

The University will obtain a student's authorization to apply PWD grant funds toward anything other than current charges. The University disburses any amount of a PWD of federal financial aid grant funds as soon as possible, but no later than 45 days after the date of the University's determination that the student withdrew.

If the student does not respond to the University's notice for authorization, federal financial aid grant funds are used for outstanding allowable charges. (See Allowable Charges Policy for the definition of allowable charges).

Post withdrawal Disbursement of Federal Financial Aid Loan Funds

The University notifies a student, or parent in the case of a PLUS loan, in writing prior to making any PWD of Direct Loan funds, whether credited to the student's account or disbursed directly to the student (or parent in the case of a PLUS loan). The written notification is sent to the student (or parent in the case of a PLUS loan) as soon as possible, and within 30 calendar days of the University's date of determination that the student withdrew. The written notification includes the following:

- The type and amount of Direct Loan funds to be credited to the student's account or disbursed directly to the student or parent, in the case of a parent PLUS loan,
- Explanation that the student, or parent in the case of a PLUS loan, has the right to accept or decline all or a portion of the funds offered.
- Information about the borrower's obligation to repay Direct Loan funds, if disbursed.

- A request for authorization to credit Direct Loan funds to the student's account, indicating if authorization is not provided in writing, the student may not receive any Direct Loan funds as a direct disbursement, unless the University concurs.
- Information informing the borrower that no PWD will be made if he/she does not respond in writing within 30 days of the date of the letter. The University may, on an exception basis, choose to accept a late request. and/or accept verbal authorization from the borrower. The deadline for a borrower to accept a PWD is the same for both a confirmation of a Direct Loan disbursement to the student's account and direct disbursement of a PWD.
 - If the University declines to honor a late request accepting loan funds to be credited to the student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.
 - If the University chooses to honor a late request, all loan funds must be disbursed in accordance with the student or parent's request. The result of the contact and final determination made concerning the disbursement is documented in the student's file.
- Instructions to submit the request electronically or in writing directly to Student Financial Services-Operations (SFS-O) by mail, fax, or via the student website.

If the student, or parent in the case of a PLUS loan, responds in writing to the notice within 30 days of the date of the letter and authorizes the University to make all or a portion of the PWD, the funds are disbursed in the manner specified by the student, or parent in the case of a PLUS loan, within 180 days of the University's date of the determination that the student withdrew.

If the University chooses to honor a late request, all loan funds accepted by the student, or parent in the case of a PLUS loan, are disbursed in accordance with the student's or parent's request. If the University declines to honor a late request accepting loan funds to be credited to student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.

The University does not request federal financial aid funds for a PWD unless and until it has determined the following:

- A PWD is due and accepted by the student, or parent in the case of a PLUS loan,
- The amount of the PWD, and
- The PWD can be disbursed within three business days of receipt.

Enrollment Reporting Policy

Overview

The Enrollment Reporting policy details how the University confirms and reports the enrollment status of all Title IV students and previous Title IV students who transfer to the University.

Policy

The University reports enrollment both in the Campus-Level Record, representing the student's overall enrollment at the University and in the Program-Level Record, for each of the academic programs the student attended using the eight-digit Office of Post-secondary Education Identifier (OPEID) for the location of the course. To complete these reporting requirements, the University contracts with the National Student Clearinghouse (NSC). NSC then provides this information to the participating guaranty agencies, lenders, and servicers.

Even though the University uses NSC for enrollment reporting, the

University remains responsible for submitting timely, accurate, and complete responses to Enrollment Reporting roster files and for maintaining appropriate documentation. NSLDS sends the roster to NSC; however, if the response is not received in a timely matter, NSLDS notifies the University rather than NSC.

Reporting Schedule

The University is required to confirm enrollment information for all students on its roster file scheduled at least every two months and must do so within 15 days of the date NSLDS sends the roster to NSC. In addition, any changes in enrollment status to less than half-time, graduated, or withdrawn must be reported within 30 days of becoming aware of the change. To meet this requirement, the University confirms and reports the enrollment status of all students to the NSC on a weekly basis. NSC uses the data provided by the University to complete the Enrollment Reporting file sent from ED on a weekly basis.

NSLDS returns an error report if it identifies errors in the Enrollment Reporting file. Any identified errors must be corrected and resubmitted to NSLDS within 10 days. The University accesses the NSLDS error report via the NSC site promptly after an error is identified to ensure the necessary corrections are made within the 10-day timeframe.

Overall Enrollment Status categories

<u>Code</u>	<u>Status</u>	<u>How the University Reports the Status Start Date for Enrollment Statuses</u>
F	Full-time	The status start date is not reported on the weekly SSCR report. It is determined by NSC based on the first day of the term (which is the course start date associated with the first academic related activity (ARA) that triggered the full-time status)
L	Less than half-time	The start date of the term date is reported
A	Leave of Absence	The start date of the approved leave of absence
G	Graduated	The academic complete date for the program (which is the end date of the last course)
W	Withdrawn	The student's official last date of attendance (OLDA) at the time the system updates the status to withdrawn
D	Deceased	The date of death (when provided) or the date the University received the request in any event the date of death is not provided

Status Start Date

The University reports the status start date (status effective date) if the student has a Graduated (G), Deceased (D), Withdrawn (W), Less Than Half Time (L), or is on an approved LOA (A) status.

Anticipated Graduation Dates

The anticipated graduation date is the date the student is projected to graduate and is required only for enrollment data and students with F, Q, H, L, or A statuses.

Federal Financial Aid Credit Balance Policy

Overview

The Federal Financial Aid Credit Balance Policy addresses federal financial aid credit balances and how the University handles those credit balances when they occur on a student's account. Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges for the payment period, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account.

Policy

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges), a federal financial aid credit balance occurs. Federal financial aid credit balances will be issued to the student, or parent as applicable, within 14 days of the date federal financial aid funds are disbursed or the date the federal financial aid credit balance occurs (which is the date the funds are applied to the student's account).

Unclaimed Federal Financial Aid Credit Balances

The University will refund Federal financial aid credit balances to the student or parent via electronic funds transfer (EFT). In the event direct deposit has not been setup or the EFT is rejected, a paper check will be sent to the student or parent using the student's current address on record. Federal financial aid credit balance checks issued to students or parents are required to be negotiated within 90 days of issuance. Any refund check not cashed within the 90 days will be canceled and the University will return this unclaimed credit balance to the applicable federal financial aid program(s). In the event a check is returned to the University, the University will (re) confirm the student's or parent's current address and reissue this check if the current address has been updated since the original check was issued. If the current address has not been updated, the University will return this unclaimed credit balance to the applicable federal financial aid program(s).

All unclaimed credit balances will be returned in the following order:

- Unsubsidized Direct Loans (other than Direct PLUS)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG Grants
- TEACH Grants
- Iraq and Afghanistan Service Grants

Federal Pell Grant/IASG Policy

Overview

The Federal Pell Grant/Iraq and Afghanistan Service Grant (IASG) Policy illustrates how the University calculates and awards Pell Grants (including those funds awarded under the Children of Fallen Heroes or Children of Fallen Soldiers) and IASG to eligible students.

Policy

The University calculates the annual award for Pell eligible students in nonterm credit-hour programs using Federal Pell Grant Formula 4 in conjunction with the Federal Pell Grant full-time payment schedule. The maximum duration of Pell and IASG eligibility is limited to six full-time scheduled awards, as measured by the percentage of lifetime eligibility used (LEU). A student is ineligible to receive further Pell and or IASG funds if they have 600% or greater.

Pell Grant Eligibility

Students who meet general eligibility requirements (Refer to the University's Consumer information Guide for further information on general eligibility) and have a calculated expected family contribution (EFC) number that meets Federal Pell Grant eligibility criteria will be awarded Federal Pell Grant funding.

In addition, students who meet one of the following criteria will be awarded the Federal Pell Grant or IASG funding:

Iraq and Afghanistan Service Grant (IASG)

The IASG is awarded to students whose parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001 and meets one of the following requirements:

- The student was less than 24 years of age when the parent or guardian died; or
- The student was enrolled at an institution of higher education at the time of the parent or guardian's death.

If the student is eligible for a Federal Pell Grant, the University will award and package all federal financial aid based on a zero EFC. If the student is ineligible for a Federal Pell Grant because his/her EFC is too high, the student may receive the IASG. The grant amount is equal to the maximum Federal Pell Grant for the award year and cannot exceed the student's cost of attendance. The IASG is subject to a federal budget cut each year, known as sequestration. Because the IASG awards are subject to a federal budget cut each year, there are reductions from the award amount for which the student would otherwise have been eligible to receive. Each year, this amount changes based on the Budget Control Act of 2011.

Children of Fallen Heroes:

A student whose parent or guardian died in the line of duty while performing as a public safety officer may receive increased amount of federal financial aid under the Children of Fallen Heroes Scholarship if the student is Pell grant eligible and

- The student was less than 24 years of age when the parent or guardian died; or
- The student was enrolled at an institution of higher education at the time of the parent or guardian's death.

In these scenarios, all federal financial aid will be based on a zero EFC. The zero EFC is only used for awarding purposes.

The U.S. Department of Education does not provide any notification of eligibility to the University. Consequently, students who believe they qualify for this scholarship must notify the University's Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 and provide any required documentation requested. The University will determine based on the documentation submitted whether or not the student meets the eligibility criteria. For more information, please refer to the University's Consumer Information Guide.

Children of Soldiers:

A student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, may receive increased federal financial aid funds if at the time of the parent or guardian's death the student was either less than 24 years old or was enrolled in college. Eligibility is based upon the following:

- If the student is Pell grant eligible, the student may receive a Pell grant; OR
- If the student is not Pell grant eligible because his/her EFC is too high, the student may receive an Iraq and Afghanistan Service Grant.

In these scenarios, all federal financial aid will be based on a zero EFC. The zero EFC is only used for awarding purposes.

The U.S. Department of Education (ED) notifies the University when a student appears to meet the criteria for Zero EFC treatment because a parent or guardian died as a result of U.S. military service in Iraq or Afghanistan. This is based on a match with the U.S. Department of Defense file of eligible dependents)

Calculating Payment Amounts

The award for each payment period will be based upon ED's full-time Pell payment schedule and may be subject to proration. The scheduled Pell/IASG award is prorated based on the percentage of the following:

- Credit hours scheduled to be completed in the payment period over 24 credit hours in the academic year; or
- Weeks of instructional time scheduled to be completed in the payment period over the defined instructional weeks in the academic year. (Refer to the Academic Year Definition Policy for further information)

The Pell/IASG award is calculated using the lesser percentage multiplied by the full-time Pell scheduled award.

Year Round Pell/IASG

Students may be eligible to receive up to one and one-half Pell/IASG Grant awards during a single award year, not to exceed 150% of the student's scheduled award for the award year (Referred to as Year Round Pell). Students must meet the following criteria to be considered for a second scheduled award:

- Must be enrolled at least half-time;
- Must have received 100% of the first scheduled award in a single award year in a certificate, associate degree, or baccalaureate degree program;
- Must be enrolled in an eligible program for one or more additional payment periods during the same award year that are not otherwise fully covered by the student's Pell Grant; and
- Must have successfully completed the credit hours of previous payment period

Crossover Payment Periods

When a payment period falls into two federal award years (payment period includes both June 30 and July 1), it is referred to as a "crossover payment period." If a student's academic year/loan period includes a crossover payment period, the entire payment period must be considered to occur within one federal award year. The University determines for each Pell/IASG grant recipient the federal award year to be used to determine the recipient's Pell/IASG grant award.

For payment periods that meet the above definition, the University will award and disburse the largest Pell/IASG grant possible based on all federal award year ISIRs received by the University and eligible for payment at the time the student's initial disbursement. If an additional FAFSA award year ISIR is subsequently received, which provides a higher total federal grant award (Pell/IASG/FSEOG combined) for the student during the crossover payment period, the University will evaluate and re award the Pell/IASG grant as long as the initial disbursement has not been made and both federal award years have not been closed by ED.

Official deadlines are published by ED annually in the Federal Register and are provided to schools on <https://ifap.ed.gov>

Pell Payment Calculations and LEU Limitations

If a student has less than 100% remaining of the maximum 600% Pell LEU, the University will disburse 50% of the Pell award in the first Pell payment period. The remaining percentage of the Pell award is disbursed in the second Pell payment period. Rounding rules do not apply to these disbursements.

Pell Payment Calculations and LEU Limitations for End of Program (EOP)

For any remaining portion of a program that is more than half of an academic year (AY) but less than a full AY, the remaining portion is divided into two payment periods. The first payment period is the period in which the student successfully completes half of the credits AND half of the weeks of instructional time in the remaining portion. A student may receive less than a Scheduled Award in an award year, if the program crosses award years and the student's Pell Grant award in one of the award years is for a portion of the program that is less than a full AY.

- The annual award for a student in a nonterm credit-hour program is taken from the full-time payment schedule even if the student is attending less than full-time.
- Comparable prorations will be performed based on the number of credits in the payment period as they compare to the credits in the defined AY OR the number of weeks of instructional time in the payment period as they compare to the weeks of instructional time in the AY.
- The scheduled Pell award will be multiplied by the lesser of the 2 calculations to determine the Pell payment.
- If a student has more than 500% Pell LEU, the Pell payment will be the lesser amount between the proration calculation and the remaining eligibility award using the Pell LEU calculator.

Disputing the Accuracy of Pell Grant LEU Information

If a student attending the University chooses to dispute the accuracy of the Pell LEU information found in the Common Origination and Disbursement (COD) System, the University will assist the student in resolving this dispute. The University will not escalate the matter should it discover the amount of the Pell Grant LEU percentage being disputed would not, if corrected, make the student eligible for additional Pell Grant funding.

However, if there is a valid dispute, acceptable documentation to resolve the dispute must be collected. This documentation could include, for example, a written statement from the previous institution confirming the student never attended, or at least never received Pell Grant funds from that institution for the award year in question. The University will submit the documentation through the COD Web site. The Department of Education (ED), after its review of the student's assertion and any supporting information submitted, will provide the University with a response and instructions on how to proceed. For further information, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Rounding

The University uses standard rounding rules, applied consistently to all students, and will round Pell and IASG Grant disbursements to the nearest dollar (not to exceed the scheduled Pell/IASG award). See exception under "Pell Payment Calculations and LEU Limitations" section below.

Recalculation

If an expected family contribution (EFC) changes due to corrections, updating, or an adjustment and the EFC change would change the Pell/IASG grant award, the University will recalculate the Pell/IASG award for the entire award year. If, as a result of the recalculation, the student received more Pell/IASG award than the student was eligible for, an overpayment exists. Refer to the Overawards and Overpayments Policy for further information on how to resolve the overpayment.

Retroactive Payments

For all prior payment periods for which a student was an eligible student within the FAFSA award year, the University may pay the total lump sum of retroactive payments in two separate installments one day apart from each other.

Regaining Eligibility

If a student resolves ineligibility criteria while attending the University (e.g. resolves a default or over borrowing), the effective date of regaining eligibility for the Federal Pell Grant and IASG programs begins with the payment period in which the issue is resolved.

Federal Student Aid Fraud Policy

Overview

The Federal Student Aid Fraud Policy addresses the actions the University will take in situations where the University suspects that a student, employee, other individual, or contracted Third-Party Servicer has willfully falsified or misrepresented information for the purpose of obtaining federal student aid that the student would not otherwise be eligible for.

Policy

The University will investigate any student/applicant who is suspected of having engaged in fraud or other criminal misconduct in connection with the application for or receipt of federal student aid programs funds. Following the conclusion of its investigation, if the University has credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the University will refer the information to the Department of Education's Office of Inspector General (OIG).

Federal Student Aid Fraud

Federal student aid fraud is the willful misrepresentation or falsification of information for the purpose of securing federal student aid that the individual is not eligible for or not eligible for to the extent received. Federal student aid fraud can take many forms, including, but not limited to falsification of documents, discrepant information, and/or identity theft. Examples of potential instances of federal student aid fraud include, but are not limited to:

- False claims of high school diploma (or equivalent) completion
- False statements of federal tax return filing status
- False statements of income
- Unresolved conflicting information
- Patterns of misreported information from one federal award year to the next
- Falsified documents (including reporting members that are not part of your household)
- Forged signatures on an application, verification documentation or Direct Loan master promissory notes
- False statements of U.S. citizenship or eligible noncitizen
- False claims of independent student status
- Use of fictitious names, addresses, birth dates, social security numbers
- Identity theft

Federal Student Aid Fraud Investigation

If the University suspects or determines there has been intentional misrepresentation, false statements, or falsification/alteration of documents, which have resulted or could result in the awarding or disbursing of federal student aid funds for which the student is not eligible, the case shall be referred to the University's Student Administrative Services (StAS) Financial Aid Compliance Team for investigation.

When an investigation is initiated, the University will cease processing the student's application for federal student aid, making federal student aid award determinations, and/or disbursing federal student aid funds previously awarded. In addition, the University may cancel the student's previously awarded federal student aid funds and/or return a federal student aid credit balance(s) to ED.

During its investigation, if the StAS Financial Aid Compliance Team determines additional documentation or actions are required, the student will be notified in writing. This notification will provide the documentation or action required from the student and the due date for submission/completion. If the student fails to provide this additional documentation or action by the due date, the University's investigation will be deemed complete.

Upon completion of the University's investigation, the StAS Financial Aid Compliance Team will determine whether or not the student is eligible for continued participation in federal student aid programs, notify the student of its decision, and if necessary report any overpayment of federal student aid funds received to ED or the loan servicer, as applicable.

Federal Student Aid Fraud OIG Referral

If there is any credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the StAS Financial Aid Compliance Team will refer this information to the OIG for further investigation.

Note: The University is only required to refer the suspected case for investigation, not reach a firm conclusion about the conduct.

Inspector General's Hotline: 1-800-MIS-USED

Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1500

HEROES Act Policy

Overview

The HEROES Act Policy ensures service members who are receiving federal financial aid at the University are not adversely affected because of their military status and minimizes the administrative burden placed on such individuals.

Policy

If an affected individual in one of the categories within this policy notifies the University of his/her affected status, the University will ensure he/she is not disadvantaged because of that status. Contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

Category 1 Individuals

Individuals affected by the waivers and modifications under this category include persons

- who are serving on active duty during a war or other military operation, or national emergency;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency;
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency; or
- suffered direct economic hardship as a direct result of a war or other military operation, or national emergency.

The following waivers and modifications affect Category 1 individuals:

Need Analysis

The University substitutes adjusted gross income plus untaxed income and benefits received in the first calendar year of the award year, or another annual income that more accurately reflects the family's current financial circumstances for which such determination is made for any affected individual, spouse and dependents, if applicable, to reflect the financial condition of an affected individual and family. The University has the option of using the applicant's original EFC, the EFC based on the data from the first calendar year of the award year, or the EFC based on another annual income that more accurately reflects the family's current financial circumstances. If the University chooses to use the alternate EFC, it uses the administrative professional judgment procedures established by the Secretary as discussed in the following section.

The HEROES waivers and modifications is separate from those impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (Refer to the Student Financial Aid Eligibility Policy for information on natural disasters)

Professional Judgment

To more accurately reflect financial need; the University uses professional judgment for affected individuals. The University determines the need for an affected individual by determining the most beneficial of the following:

- The individual's need as determined using the adjusted gross income plus untaxed income and benefits received in the first or second calendar year of the award year;
- The individual's need as determined using another annual income that more accurately reflects the family's current financial circumstances; or
- The individual's need as determined making no modifications. (I.e. an individual's income increased because of serving on active duty).

The University clearly documents the reasons for any adjustment and the facts supporting the decision. In almost all cases, the University will have documentation from a third party with knowledge of the student's unusual circumstances. As usual, any professional judgment decisions made that affect a student's eligibility for a subsidized student financial assistance program will be reported to the Central Processing System.

Title IV Grant Overpayments

A student who withdraws from the University because of an affected individual status is not required to return or repay any overpayment of grant funds based on the Return of Title IV (R2T4) calculations.

The University does not deny federal financial aid eligibility to an affected individual who owes an overpayment. In addition, the University does not contact the student, notify NSLDS, or refer the overpayment to Debt Collection Services. However, the affected individual's file will be documented to include the amount of the overpayment.

The University does not apply any federal financial aid credit balance toward an overpayment before using the credit balance to pay authorized charges; pay the credit balance to the student (or parent, in the case of a PLUS loan); or use the credit balance to reduce the student's federal financial aid loan debt (with the student's authorization).

Verification of AGI and U.S. Income Tax Paid

For an affected individual who is required to file a U.S. income tax return and has been granted a filing extension by the IRS, the University accepts the following:

- A copy of IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return" or a copy of the IRS's approval of an extension beyond the automatic six-month extension (if additional extension was requested); AND
- A copy of each W-2 received for the specified year or, for a self-employed individual, a statement signed by the individual certifying the amount of the AGI and U.S. income tax paid for the specified year

If an affected individual has not filed an income tax return by the filing deadline, in lieu of an income tax return, the University will accept the following to verify AGI and U.S. income tax paid:

- A statement from the individual certifying that he/she has not filed an income tax return or a request for a filing extension because he/she was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency; AND
- A copy of each W-2 received for the specified year, or for a self-employed individual, a statement signed by the individual certifying the amount of AGI and U.S. income tax paid for the specified year

The University may request that an individual granted a filing extension submit tax information using the IRS Data Retrieval Tool, or by obtaining a tax return transcript from the IRS that lists tax account information for the specified year after the income tax return is filed. If the University receives the tax information, it will verify the income information of the tax filer(s).

Category 2 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency; or
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency.

The following waivers and modifications affect Category 2 individuals:

Post-withdrawal Disbursement (PWD)

A student who withdraws because of status as an affected individual and who is eligible for a post-withdrawal disbursement has up to 45 days to respond to a PWD offer. However, at the University's discretion, it may honor the PWD if the student (or parent in case of a parent PLUS loan) responds to the offer after 45 days.

Leaves of Absence (LOA)

The University documents the decision for granting an approved LOA to an affected individual if that individual has difficulty providing a written LOA request because of affected status. The documentation includes both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing.

Treatment of Federal Financial Aid Credit Balance When a Student Withdraws

The University pays any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the balance occurred.

Loan Cancellation

The University allows an affected individual to request a cancellation up to 60 days after the date the University notifies the borrower of the right to cancel. The cancellation may be for all or a portion of a loan for which proceeds have been credited to the account at the University. If the University receives a loan cancellation after the 60-day period, the University may, but is not required to, comply with the request.

Satisfactory Academic Progress

If a student fails to meet the University's satisfactory academic progress (SAP) standards (Refer to the SAP Policy for further information) as a direct result of being an affected individual in this category, the student may request a SAP appeal. The University will approve the appeal based on documentation of military orders.

Category 3 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty, or
- are performing qualifying National Guard duty during a war or other military operation or national emergency.

The following waivers and modifications affect Category 3 individuals.

Institutional Charges and Refunds

If a student is called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency, the student is eligible for a deferral of any balance owed the University. Additionally, the student is eligible for a drop credit request (DCR) for a course if the student begins the course within 60 days of return from deployment. The amount of the credit is dependent upon the number of weeks attended prior to the student withdrawing for military reasons. (Refer to the Finance Policy - Military Deployment/Military Leave)

Category 4 Individuals

Individuals affected by the waivers and modifications under this category include dependents of persons who are

- serving on active duty; or
- performing qualifying National Guard duty during a war, other military operation, or national emergency.

The following waivers and modifications affect Category 4 individuals.

Verification Signature Requirements

A dependent student is not required to submit a statement signed by one of the applicant's parents when no responsible parent can provide the required signature because of the parent's status as an affected individual in this category.

Signatures on the Free Application for Federal Student Aid (FAFSA), Student Aid Report (SAR), and Institutional Student Information Record (ISIR)

A dependent student is not required to provide a parent's signature on the FAFSA, SAR, or submitting corrections electronically when there is no relevant parent to provide a signature because of the parent's status as an affected individual in this category. The high school counselor or financial aid administrator may sign on behalf of the parent as long as the applicant provides adequate documentation concerning the parent's inability to provide a signature due to the parent's status as an affected individual.

Federal Student Aid Leave of Absence Policy

Overview

The Federal Student Aid Leave of Absence (LOA) Policy addresses the impact to Title IV recipient students approved for an LOA. For more information regarding the University's Leave of Absence policy, please see the University's Academic Catalog. Students who need to take a formal break from their program can complete an LOA request form by accessing his/her student website at <https://ecampus.phoenix.edu>.

Policy

Federal Student Aid Disbursements

The University may, at its discretion, disburse Federal Pell Grant, IASG, and/or FSEOG funds to a student on an approved LOA; however, under no circumstances will the University disburse Direct loan funds to a student on an approved LOA. Credit balances resulting from federal student aid funds will be issued within 14 days of the date the credit is created.

Tuition and Fees

The University may not increase a student's tuition and fees (e.g. institutional charges) by approving the LOA. Therefore, if an LOA is approved to begin during a course(s), the University will issue the student an LOA Credit (LOAC) if the student fails to successfully complete this course(s). The amount of the LOAC will ensure that the student's tuition and fees for the payment period do not increase as a result of the University's approval of the LOA. The LOAC will be applied to the first course(s) the student attends after the LOA end date as long as the student returns to his/her program of study within 180 days of their official last date of attendance (OLDA) prior to the LOA start date.

Failure to Return

A student is expected to return from an approved LOA, as scheduled; failure to do so may impact the student's Direct loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance prior to the LOA. In addition, if the student reenters, after withdrawing from the University, the previously approved LOA days will count towards the student's LOA maximum of 180 days in a 12-month period.

Program Change During Approved LOA

If a student returns from an approved LOA and begins a new program, the University will perform a return of Title IV (R2T4) calculation to withdraw the student from his/her initial program of study. The student's last date of attendance in these scenarios will be the last academic related activity (ARA) prior to taking the approved LOA. The University's date of determination will be the Program Change Effective Date/Program Begin Date. Once the University has withdrawn the student from the initial program, the student will be enrolled and awarded federal aid in the new program. (Refer to the Awarding Aid to Transfer Students Policy and Re-Entry Policy for further information)

Overawards and Overpayments Policy

Overview

The Overawards and Overpayments Policy addresses how and when the University is required to resolve overawards and overpayments that occur in a student's federal financial aid package.

Policy

An overaward exists if any of the following conditions are met:

- The University awards federal financial aid to a student who is ineligible for the amount received
- A student's award in an individual federal program exceeds the regulatory maximum
- Student's federal financial aid package exceeds his/her need
- Student's award exceeds his/her cost of attendance (COA)
- Student is receiving a Federal Pell Grant or Iraq and Afghanistan Service Grant (IASG) at multiple schools for the same period of enrollment

An overpayment can occur:

- When an overaward cannot be corrected since some or all federal financial aid disbursements have been made
- Immediately at the time a student receives funds for a federal program for which he/she has zero eligibility

Overawards

Adjusting Disbursements

The University first attempts to eliminate an overaward by replacing the EFC with non-need-based loans, provided the student has not been awarded up to the COA. If the overaward is not resolved by replacing the EFC, the University will eliminate the overaward by cancelling or reducing any future Direct Loans or private loans first. The University may also attempt to eliminate an overaward by using actual COA charges for the academic year. If, after making these adjustments, an overaward still exists, the University will reduce aid in the following order:

- Private Loan
- Direct Graduate/Professional PLUS Loan
- Direct Parent PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Institutional Grant or Scholarship Aid
- State Grant Funds

Federal Pell Grants

The Federal Pell Grant is never adjusted to account for other forms of financial assistance. Therefore, if a student's financial aid package exceeds need, the University will first attempt to eliminate the overaward by reducing other financial aid awarded.

Iraq and Afghanistan Service Grants (IASG)

The IASG, like the Federal Pell Grant, is never adjusted to account for other forms of financial assistance. If a student's financial aid package includes an IASG and the package exceeds the student's need or COA, but the IASG by itself does not exceed the student's need, the University must reduce other financial aid to eliminate the overaward. However, if the IASG payment by itself exceeds the student's COA for a period of enrollment, the total amount of the IASG must be reduced to the federal financial aid (Title IV) COA for the period of enrollment.

If a student receiving an IASG becomes Pell eligible during the award year, the University must treat the Pell Grant as Estimated Financial Assistance (EFA) and may need to adjust the student's financial aid package.

Campus-Based Funds

The University only disburses the Federal Supplemental Education Opportunity Grant (FSEOG) to students who's FSEOG, combined with other estimated financial assistance (EFA) does not exceed the student's financial need.

Estimated Financial Aid Assistance Exceeds Need

Campus-based funding allows for a \$300 overaward tolerance if a student has received additional EFA not included in the calculation of the FSEOG. The \$300 threshold is allowed only if an overaward occurs after Campus-Based aid has been awarded and/or disbursed and the University was unaware the student would receive additional financial assistance.

NOTE: Direct loans do not provide for any type of tolerance in need.

Therefore, if a student received additional amounts of EFA not included in the calculation of the FSEOG and Pell Grant and the amount results in the total EFA exceeding financial need by more than \$300, the University may take, at its discretion, the following steps:

- If the student demonstrates increased financial need and the total amount of EFA does not exceed this increased need by more than \$300, no further action will be necessary.
- If the total amount of EFA still exceeds need by more than \$300, cancel any undisbursed loan or grant funds except for Pell Grant funds.
- If the total amount of EFA still exceeds need by more than \$300, treat it as an overpayment that must be eliminated.

Direct Loans

Direct Subsidized Loans, in combination with other need-based aid, cannot exceed a student's need or COA. Direct Unsubsidized Loans or Direct PLUS Loans, in combination with other EFA, cannot exceed a student's COA.

If the University discovers, before disbursing Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan funds, that a student will receive (or has received) EFA for the period the loan was intended and the combined amount of EFA and loans will exceed the amount of financial aid the student is eligible for, the University will reduce or eliminate the overaward by either:

- Using the student's Direct Unsubsidized Loan, Direct PLUS Loan, state-sponsored or another non-federal loan to cover the EFC, if not already done; or
- Reducing or returning one or more disbursements to eliminate the overaward.

State Grants and Pell Grant funds only

In the event there is an overaward, if a student is awarded state grant funds and Pell Grant funds only, state grant funds will be reduced to eliminate this overaward.

Overpayments

If an overpayment exists, it must be repaid to the Department of Education (ED). The responsibility will determine who must return the funds.

University Responsibility

If the overpayment occurs due to an error made by the University, the University is responsible for the overpayment and must repay the entire amount of the overpayment. The following are examples of overpayments for which the University is responsible:

- Unresolved overawards;
- Failure to complete verification;
- Miscalculated COA;

- Payment in excess of loan limits;
- Application errors or misreporting;
- Required recalculations not performed; or
- R2T4 calculations

In the scenarios listed above, the University may attempt to collect the amount from the student. However, the student is never reported to the National Student Loan Data System (NSLDS) or referred to ED for collection. This debt does not result in the loss of federal financial aid eligibility for the student.

Student Responsibility

If the overpayment occurs due to an error made by the student, the student is responsible for the overpayment and must repay amounts of \$25 or more. The University will notify the student of the repayment and inform the student that failure to repay or make satisfactory arrangements to repay the overpayment will result in loss of federal financial aid eligibility.

If the overpayment is the result of a Return of Title IV calculation, the student must repay amounts of \$50 or more. (Refer to the Return of Title IV Policy for further information)

Inadvertent Overborrowing

Inadvertent overborrowing occurs when a student inadvertently receives Direct Loan funds in excess of annual or aggregate loan limits. A student who has inadvertently overborrowed is ineligible for any further federal financial aid funds until:

- The student has repaid the full excess Direct Loan amount;
- The student makes satisfactory arrangements (loan reaffirmation) with the holder of the loan to repay the excess Direct Loan amount; or
- The student consolidates the Direct Loan(s) which exceeded the annual or aggregate loan limits.

Overpayment Resulting from Return to Title IV

If a student withdraws from the University and as a result of a Return to Title IV (R2T4) Calculation the student has a Federal Pell Grant overpayment, the University immediately sends a written notice to the student requesting repayment of the overpayment amount. The notice, sent within 30 days of the date of determination to any student who owes a grant overpayment as a result of the student's withdrawal from the University, includes a statement that failure to make the repayment, or make satisfactory repayment arrangements with the holder of the overpayment will make the student ineligible for further federal financial aid until the overpayment is resolved. Students are not liable for, and the University is not required to attempt recovery of or refer to the Secretary, a Pell Grant overpayment that is less than \$50 and is not a remaining balance.

If the student fails to repay the Pell Grant overpayment or make satisfactory repayment arrangements, after the University has contacted the student, the University must refer the overpayment to the U.S. Secretary of Education for collection purposes.

Other Resources

Federal financial aid, including other resources (Refer to the Packaging Philosophy Policy for examples of other resources), may not exceed a student's COA and/or federal financial need. At times, the University may receive EFA, in the form of other resources, it was unaware of for a student. If the EFA was received after the end of the period of enrollment for a student who is still enrolled or who is intending to re-enroll, the University will include the EFA for the period in which it was received.

Packaging Philosophy Policy

Overview

The Packaging Philosophy Policy addresses the University's packaging of financial assistance and its process to ensure students' awards do not exceed their total cost of attendance (COA) for an academic year.

Policy

Prior to determining a student's eligibility for federal financial aid, the University confirms a valid output document - Institution Student Information Record (ISIR) - is on file.

The University treats all applicants in the same manner when awarding funds, packaging up to the student's cost of attendance (COA) by replacing the expected family contribution (EFC) with non-need based aid, unless otherwise specified by the student (or parent in case of a PLUS loan).

Loan amounts that exceed the EFC must be counted as estimated financial assistance.

Determining Need

The University subtracts the EFC and all estimated financial assistance (EFA), which includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other resources from the COA to determine need for Subsidized Loan eligibility.

Example:

\$12,500	COA
- 2,500	EFC
- 1,600	Pell Grant
- 500	FSEOG
- 1,400	Scholarship (Other Resources)
\$6,500	Need

Federal Pell Grant/Iraq and Afghanistan Service Grant

The Federal Pell Grant (including those funds awarded under Children of Fallen Heroes or Children of Soldiers) or, alternatively, Iraq and Afghanistan Servicemembers Grant (IASG) is considered to be the first source of financial assistance to the student.

The Iraq and Afghanistan Service Grant is NOT considered EFA. It is never included in determining if a student's EFA exceeds need or COA.

Other Resources (Other Non-Federal Financial Aid Resources)

Other resources are included as estimated financial assistance (EFA) and count against federal financial need and COA.

Other resources include, but are not limited to, the following:

- Grants and scholarships from private organizations
- University grants and scholarships
- Employer Tuition Assistance or Reimbursement, regardless of whether it is paid directly to the University
- Military tuition benefits , including benefits paid under Chapter 101 of Title 10
- AmeriCorps
- University tuition or rEsources Fee discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student's education
- Private loans
- Private and State grants
- Tribal aid
- Funds paid directly to the University for a component of the student's cost of attendance

Note: If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as EFA for packaging purposes. Students should contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

EXCEPTION: The following benefits are excluded as estimated financial assistance: Chapter 103 of Title 10, Chapter 106A of Title 10, Chapter 1606 of Title 10, Chapter 1607 of Title 10, Chapter 30 of Title 38, Chapter 31 of Title 38, Chapter 32 of Title 38, Chapter 33 of Title 38, Chapter 35 of Title 38, Section 903 of the Department of Defense Authorization Act, 1981, Section 156(b) of the "Joint Resolution making further continuing appropriations and providing for productive employment for the fiscal year 1983, and for other purposes", Provisions of Chapter 3 of Title 37
The University does not count AmeriCorps benefits as EFA when determining eligibility for a Subsidized Direct Loan; however, the University does include AmeriCorps benefits when determining eligibility for a Direct Unsubsidized Loan

Private loans are NOT considered EFA UNLESS the loan substitutes for the EFC and exceeds it, in which case the loan funds which exceed the EFC are considered EFA

Determining Remaining Non-Need Based Aid

The University subtracts all estimated financial assistance (EFA), which includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other resources, as well as any Subsidized Loan eligibility from the COA to determine the remaining need for non-need based federal financial aid (Unsubsidized, Parent PLUS, and/or Federal Direct Graduate/Professional PLUS Loans). NOTE: The EFC is NOT included when determining the remaining non-need based aid:

\$12,500	COA
- 1,600	Pell Grant
- 500	FSEOG
- 1,400	Scholarship (Other Resources)
- 3,500	Direct Subsidized Loan
\$ 6,500	Remaining Need for Non-Need Based Aid

Students eligible for a Graduate/Professional PLUS loan who do not request the maximum Direct Unsubsidized Loan amounts they are eligible for, are notified of their maximum Unsubsidized Loan eligibility, the loan interest rate for Direct Unsubsidized Loans and PLUS Loans, providing the opportunity to request the maximum Direct Unsubsidized Loan they are eligible for.

Conflicting Information and Other Resources

At times, the University may become aware of EFA received by the student for which it was previously unaware. This EFA is considered a type of conflicting information by the U.S. Department of Education (ED). The University is responsible for resolving ALL conflicting information in a student's file and must ensure any EFA received is accounted for in the student's financial aid award. Refer to the Overaward and Overpayments Policy for what actions the University may be required to take to address this conflicting information.

Student Re-entering the University Policy

Overview

The Students Re-entering the University Policy addresses how the University will treat Title IV students when they withdraw from the University and re-enter the same program within 180 days or withdraw from the University and re-enter after 180 days, or re-enter into a different program of study. This federal financial aid Re-entry policy is separate from the institution's Academic Program Re-entry policy.

Policy

Introduction

When a student withdraws from the University and subsequently returns, the timing of the student's return and the program into which the student returns will determine the student's financial aid award.

There are three categories:

- Student re-enters the same program within 180 days from his/her withdrawal;
- Student re-enters the same program more than 180 days after his/her withdrawal; or
- Student re-enters into a different program, regardless of when the student returns.

In assessing whether a student returned within 180 days, the 180 days is determined by counting the days between the student's official last date of attendance (OLDA) in a course required of the program and the start date of the first course the student attends after returning to the program. OLDAs that occur during a course extension period or a University institutionally scheduled break are excluded; in these instances, a prior OLDA that meets the requirements is used for the count of days (see the Return of Title IV Policy for further information).

Re-entry within 180 days to the same program

When a student withdraws from the University and re-enters within 180 days to the same program at the University, the student remains in the same payment period the student was in when originally withdrawn. Upon the student's re-entry, the University will evaluate and update, as needed, the student's academic year, loan period, payment periods, and disbursement dates according to academic year definitions (Refer to the Academic Year Definition Policy and Disbursements Policy for further information). Regardless of these updates, however, the student's cost of attendance will reflect the original educational costs associated with the payment period from which the student withdrew.

Typically, the student is not eligible for any additional federal financial aid unless the student's previously awarded and/or disbursed federal financial aid funds have been cancelled or returned when the student withdrew.

Presuming the student's eligibility for federal financial aid funds has not changed, in these instances the student is immediately eligible to receive the cancelled or returned federal financial aid funds. The University will take the following actions, if applicable, for a student who re-enters the same program within 180 days:

- Reinstate any federal financial aid funds for the payment period or academic year that had been awarded and then cancelled
- Disburse federal financial aid for the payment period the student was otherwise eligible for that had not yet been disbursed at the time the student withdrew
- Re-disburse federal financial aid that was disbursed and returned under the Return of Title IV (R2T4) provisions

- Cancel any overpayments assessed to the student as a result of the prior withdrawal
- If a student withdrew, had a previous overpayment referred to Debt Resolution Services, and re-enters within 180 days, the University will send Debt Resolution Services a fax identifying the student overpayment. The fax will state the overpayment should be made void as the student has returned to the University.

When determining the award year from which federal financial aid funds will be re-disbursed or awarded/disbursed, the University must determine whether or not the original federal award year used to award federal financial aid for the applicable payment period remains open with the U.S. Department of Education. Once this determination is made, the University will proceed as follows:

- Federal Pell Grant:
 - Original Federal Award Year Open
 - The University will reinstate and disburse Federal Pell Grant funds under this Federal Award Year through the Common Origination and Disbursement (COD) website.
 - Original Federal Award Year Closed
 - The University will request the Federal Award Year be opened through the COD website, and
 - Once open, the University will reinstate and re-disburse Federal Pell Grant funds under this Federal Award Year through the COD website.
- Campus Based:
 - Funds Available from Original Federal Award Year
 - If the student was awarded campus-based funds and the funds are still available from the original federal award year, the University will reinstate and disburse campus based program funds from the original federal award year.
 - Funds Not Available from Original Federal Award Year
 - If the student was awarded campus based program funds and the funds are no longer available from the original federal award year, the University may, at its discretion, award campus based program funds from the current federal award year if funds are available. However, this does not increase the annual maximum campus-based funds award a student may receive.
- Federal Direct Loans:
 - Original Federal Award Year Open
 - If the student was awarded Federal Direct Loan (DL) funds and the federal award year used to award these DL funds is still open, the University will re-instate and disburse the DL funds under this Federal Award Year through the COD website.
 - The cost of attendance (COA) and expected family contribution (EFC) will reflect the educational costs associated with this Federal Award Year used to award the DL funds..
 - Original Federal Award Year Closed
 - If the student was awarded Federal Direct Loan (DL) funds and the Federal Award Year used to award these DL funds is closed, the University will request the Federal Award Year be opened through the COD website, and
 - Once open, the University will reinstate and re-disburse the DL funds under this Federal Award Year through the COD website.
 - The COA and EFC will reflect the educational costs associated with the original Federal Award Year used to award the DL funds initially.

If a student returns to the University within 180 days and before the required federal financial aid funds are returned due to an R2T4 calculation, the University will not return the federal financial aid funds.

Re-entry after 180 days in the same program

When a student withdraws from the University and re-enters in the same program after 180 days have elapsed, the University must award the student based on new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction for the program constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period. (Refer to the Academic Year Definition Policy and Disbursements Policy for further information.)

If the start of the program's new AY overlaps with its previous AY, meaning the start of the program's new AY begins before the calendar end date of its prior AY, all prior federal financial aid funds disbursed will be taken into consideration when packaging the student for the new AY.

Re-entry into a Different Program of Study (within or after 180 days)

When a student withdraws from the University and re-enters into a different program of study at any time, the University will award the student based on new payment periods in the new program. (Refer to the Academic Year Definition Policy and Disbursements Policy for further information.)

If the start of the new program's AY overlaps with the previous program's AY, meaning the start of the new program's AY begins before the calendar end date of the prior program's AY, all prior federal financial aid funds disbursed for the prior program's AY will be taken into consideration when packaging the student for the new program's AY.

Return of Title IV Policy

Overview

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. A R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the payment period AND all funds awarded for that period have been disbursed.

Withdrawal Date

The University's Withdrawal Policy states for official, unofficial, and administrative withdrawals the University will use the student's last academically related activity (ARA) to establish the student's withdrawal date.

Exceptions

However, if this date occurs during an institutionally scheduled break or during a course extension period, it will not be used to establish a student's withdrawal date at the University for the R2T4 calculation purposes. In these instances, the student's withdrawal date and date of determination for the R2T4 calculation purposes will be established as follows:

Withdrawal Date

If a student posts an ARA during an institutionally scheduled break or during a course extension period, the University will look for the most recent ARA that occurred prior to the start of the institutionally scheduled break or course extension period. This ARA will be used as the last date of attendance or withdrawal date for Title IV purposes.

Date of Determination

The Date of Determination (DOD) for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.

For example:

The University has a scheduled holiday break from December 20 thru January 4. The student posts an ARA on December 19th and December 27th. The student withdraws. The student's last ARA was on December 27th, which was during the scheduled break. The student requires an R2T4 calculation; the student's withdrawal date for the R2T4 calculation would be December 19th (the most recent ARA prior to the scheduled break). In addition, the DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of the payment period completed applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period. The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student's academic year. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
- The University originated the award to the student for the TEACH Grant program

The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following: (Additional information is available in the Disbursements Policy)

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Second disbursements of DL for the period that the University is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
- Disbursements of DL or Perkins loan funds for which the borrower has not signed a promissory note.
- Disbursements of Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds to a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Secretary in the Federal Register.
- Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.
- Disbursements of DL funds to a first-year, first-time borrower who withdraws before the 30th day of the student's program of study

Inadvertent Overpayments

An inadvertent overpayment occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance but prior to the University's determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days of the University's date of determination that the student withdrew (Refer to the Disbursements Policy for further information).

Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal. (Refer to the Verification Policy for additional information.)

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday and administrative breaks of five or more consecutive days.

Percentage of Federal Financial Aid Earned

The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of attendance in the payment period. This percentage is determined using the University's rate of progression calculation. If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

To recognize that students completing more than 60% of the payment period earn 100% of their federal financial aid, amounts of .6001 through .6004 are not rounded for purposes of determining whether a student earned 100% of the federal financial aid for the payment period.

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days scheduled to complete in the payment period}}$$

Total Calendar Days Completed in the Payment Period

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the payment period start date to the student's last date of attendance.

Required Adjustments to Calendar Days Completed in the Payment Period

Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the student's last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
 - Holidays
 - Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Total Calendar Days scheduled to complete in the Payment Period

The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period.

Required Adjustments to Total Calendar Days Scheduled to Complete in the Payment Period

Additional calendar days will be added to the payment period for unsuccessful course(s) completions with grades of I, IX, IP, QC, F, or W that occurred in a course prior to the course the student's last date of attendance occurs within.

If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:

- Associates Program (9-week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5-week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associates Program (5-week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master's/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master's/Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.
- Competency Based Education (CBE) Program - 112 days if one to four courses are needed

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in but did not complete at the time of withdrawal.

Calendar days are removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date to the payment period end date:

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative closures
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Rate of Progression Examples

The following illustration demonstrates how an institution calculates the "total days completed" and the "total days scheduled to be completed" in a payment period when there are calendar days that must be excluded from the rate of progression calculation.

$$\frac{\text{\# of days completed in the payment period}}{\text{Total \# of calendar days scheduled to be complete in the payment period}} = \frac{76}{140} = 0.5428 = 54.3\%$$

Days Completed

To determine the total calendar days completed by the student (numerator), calculate the number of calendar days from the first day of the payment period to the student's last date of attendance, then subtract all applicable exclusion periods.

Days Scheduled to be Completed

To determine the total calendar days scheduled to be completed in the payment period (denominator), calculate the number of calendar days from the first day of the payment period to the last day of the payment period, then subtract all applicable exclusion periods. In this example, the student completed 54.3% of the payment period.

Title IV Credit Balance and the return calculation

A Title IV credit balance created during the period is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released.

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

Within 14 days of the date that the University performs the R2T4 calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:

- Pay authorized charges at the University.
- To the student (or parent for a PLUS loan).

The University applies its own refund policy before allocating a federal financial aid credit balance. However, the University does not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs. (Refer to the Federal Financial Aid Credit Balance Policy for further information)

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source.

When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

University (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the entire payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's account. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus or, as applicable. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

Tuition waivers for military students and Campus Footprint initiative are not counted as Estimated Financial Aid (EFA) and will be subtracted from institutional charges in the R2T4 calculation.

If after the student withdraws, the University changes the amount of institutional charges it assessed or decides to eliminate all institutional charges, those changes do not impact the institutional charges or aid earned in the calculation.

The University returns federal financial aid funds to programs in the following order, up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Direct PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned.

The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. (Additional information is available in the Overawards and Overpayments Policy)

The University may round final repayment amounts, for which the University and student are responsible, to the nearest dollar.

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn. If a student is eligible for a post-withdrawal disbursement, refer to the Disbursements Policy for information on specific timelines.

Deceased Student

If the University receives reliable information indicating an individual borrower or student for whom a parent received a PLUS loan dies, the University suspends further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a discharge based upon other reliable documentation supporting the discharge request.

Determination of Withdrawal of a Deceased Student

The withdrawal date for a deceased student is the last date of academic attendance or attendance at an academically related activity determined from University attendance records. The date of determination is the date the University becomes aware of the student's death.

Return of Title IV Funds for a Deceased Student

The amount of federal financial aid funds earned by the student is calculated according to the Return of Title IV Funds (R2T4) calculation. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the student in the case of a PLUS loan, the difference between these amounts is returned to the appropriate federal financial aid programs. The University does not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student's estate is not required to return any federal financial aid funds.

The following represents procedures the University follows if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the completion of the R2T4 and the University's refund calculations:

- Pay authorized charges owed to the University.
- Return any federal financial aid grant overpayments owed by the student for previous withdrawals from the University.
- Return any remaining credit balance to the federal financial aid programs.

If the University previously referred a grant overpayment to Debt Resolution Services, documentation will be forwarded by the University indicating the student is deceased. Based on this information and documentation, Debt Resolution Services will remove the overpayment from the student's records.

Although the student may be eligible to receive a post-withdrawal or late disbursement, the University is prohibited by federal financial aid Title IV regulations from further disbursements and will, therefore, not request additional funds from federal financial aid programs nor send out a post withdrawal letter.

Federal Financial Aid Satisfactory Academic Progress (SAP) Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (FA SAP) policy determines whether an otherwise eligible student is meeting FA SAP in an educational program and may receive financial aid under the Title IV, HEA programs. This FA SAP policy does not supersede the institution's academic SAP policy.

Policy

The University will calculate a student's FA SAP based on the student's primary program. Students must maintain FA SAP throughout the duration of their primary program to remain eligible for federal financial aid. FA SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's primary program. For any questions regarding FA SAP, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Qualitative Measure

Grade Point Average

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a cumulative program GPA of 3.0 at the end of each completed payment period.

The University uses the cumulative GPA provided by the academic system of record at the time FA SAP is evaluated (e.g. at the completion of the payment period).

If a student applies for and is granted an academic reprieve for a course(s), the program GPA being used to evaluate FA SAP will be different than the program GPA recorded for academic purposes by the University's Registrar. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.

Cumulative Grade Point Average Exclusions

The following are excluded from the cumulative GPA computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
 - In Progress Extension (IX)
 - AUDIT (AU)
 - Incomplete (I)
 - In Progress (IP)
 - No grade awarded (QC)
 - Passing (P)
 - Withdrawal (W)
 - Withdrawal/Failing (WF)
 - Waived with Credit (WC)
 - No Credit (NC)
- Orientations with the following completion statuses:
 - Orientation Complete (OC)
 - Orientation Not Complete (ON)
 - Orientation Extension (OX)

Quantitative Measure

The University publishes the total credit hours required to complete each academic program. The University establishes a pace of completion requirement to ensure a student will complete the program within the maximum timeframe permitted. The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted by the student. Transfer credits, taken at other institutions and applied towards the student's primary program at the University, are included in both attempted and completed hours when measuring the student's pace of completion and maximum timeframe.

Pace of Completion

The quantitative measure for the pace of completion is calculated using the following formula:

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the cumulative credit hours attempted toward completion of the primary program. Credit hours taken at other institutions and accepted toward a student's primary program at the University are included in both attempted and completed credit hours when measuring pace of completion.

Included in Pace of Completion

Courses completed with the following grades are included as attempted in the pace of completion calculation:

- A, B, C, D, and F (+/-)
- Incompletes (I, IX and IP)
- Withdrawal (W)
- Withdrawal/Failing (WF)
- No grade awarded (QC)
- Courses that are waived with credit (WC)
- Pass (P)

The University rounds the calculation to the nearest hundredth of a percentage to determine if SAP has been met or not (example: 66.666 = 66.67%)

If a student applies for and is granted an academic reprieve for a course(s), the course will continue to be included in the pace of completion calculation. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.

Evaluation

The University evaluates FA SAP for the student's primary program, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned an FA SAP status.

Financial Aid Warning

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

Financial Aid Disqualification

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status. If a student on FW status does not meet FA SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status.

Students who are placed on an FD status are ineligible for federal financial aid. The University will not disburse federal financial aid funds to students on FD status.

Financial Aid Probation

If a student is placed on FD, the student may apply for an FA SAP appeal. Students on FD status who are granted an FA SAP appeal will be placed on financial aid probation (FP) status. Students who are placed on an FP status are eligible for federal financial aid for one probationary payment period. The University will disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. At the completion of this probationary payment period, the student must meet the University's FA SAP standards to maintain federal financial aid eligibility.

Student Notification

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

Financial Aid SAP Appeals

Students placed on FD status may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an FA SAP Appeal Form to Student Financial Services - Operations. The FA SAP Appeal form is located on the student website. If there are significant extenuating circumstances, the student's eligibility for federal financial aid may be reinstated for one payment period on FP status.

The University reviews all FA SAP appeals on a case-by-case basis. Approval and/or reinstatement of federal financial aid eligibility is not guaranteed. Approval is only granted when there are significant extenuating circumstances.

The University allows a student to have a maximum of two approved FA SAP appeals during their lifetime at the University. These appeals cannot be consecutive. Examples of significant extenuating circumstances may include, but are not limited to the following:

- Death of a relative
- An injury or illness of the student
- Other unusual or special circumstances

Students must explain on the FA SAP Appeal Form why the nature and timing of their significant extenuating circumstance(s) directly prohibited them from meeting and maintaining FA SAP, and what has changed in their circumstances that would allow them to demonstrate FA SAP at the next evaluation. If students have more than 12 credits remaining in their primary program, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully.

All FA SAP appeal decisions made by the University are final.

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making FA SAP regains eligibility only when the student meets the University's FA SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting FA SAP requirements, the student must pay for credit hours taken during the ineligible payment period using non-federal financial aid funds. If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

If the student meets all FA SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

Program Changes

Students who change primary programs at the University are re-evaluated to determine which academic credits apply to the new primary program. The student's FA SAP status at the beginning of the new program will be RG and will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student's FA SAP status will reflect the last status of the original program. Refer to the Awarding Aid to Transfer Students Policy available in the Consumer Information Guide for further information.

The University will calculate FA SAP based on all successfully completed courses applicable to the new primary program. This includes those courses taken in a previous primary program that the student successfully completed and that apply to the new primary program.

Re Entering the University

If a student withdraws from the University and subsequently re-enters into the same primary program, whether within 180 days or after 180 days, the FA SAP status at the time of re-entry and for the first payment period upon re-entry will be the FA SAP status the student had prior to his/her withdrawal.

If the student re-enters, at any point, into a different primary program not previously attended, the FA SAP status will reset to Regular Student (RG) status. Refer to Student Re-entering the University Policy available in the Consumer Information Guide for further information.

Repeat Courses

Grades for prior attempts, whether successfully completed or not, are excluded when calculating the primary program GPA. However, credits from all attempts are included calculating pace of completion and maximum timeframe.

Note: Repeat courses taken in a primary program are counted in

the FA SAP status for that primary program.

Awarding Aid to Transfer Students Policy

Overview

The Awarding Aid to Transfer Students policy documents the University's treatment and determination of federal financial aid eligibility for students who transfer to the University from another school or advance programs (a.k.a. finish one program and begin another program) or change programs at the University.

Policy

Definitions

Transfer Student

A Student who enrolls in a program at the University who has overlapping academic years (AY's) with a prior program, either at the University or at another institution are referred to as a transfer student. An overlapping AY exists if the student begins a program at the University prior to the expiration of the student's prior AY. There are 3 types of transfers: external, internal, and advancing programs.

External Transfer Student

Student previously attended a program at an institution other than the University of Phoenix.

Internal Transfer Student

Student previously attended a program at the University of Phoenix but did not complete this program.

This excludes program version changes; students who change program versions are considered in the same program.

Advancing Program Student

Student previously attended a program at the University of Phoenix, completed this program, and began another program at the University.

Awarding Federal Aid

For all types of transfers, the University will award all federal financial aid (Federal Pell Grant, IASG, FSEOG, and Direct Loans) based on a full academic year in the (new) program at the University. (Refer to the Academic Year Definition Policy for further information on defined academic years).

Overlapping Academic Years

An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This most commonly occurs when a student starts with the University after recently attending a different institution, when a student completes a prior program at the University and begins another program, or when a student changes programs at the University. Students in these scenarios should contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 1-888-346-8679 to determine if they have overlapping academic years and if their financial aid eligibility will be impacted.

Federal Pell Grant Award

A student cannot receive more than 100 percent (or 150 percent, if the student is enrolled and eligible for a Year-Round Pell award) of his or her scheduled Pell Grant award for a federal award year. (Refer to the Federal Pell Grant-IASG Policy for additional information). When a student has already received a Federal Pell Grant during the same federal award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has already received in order to calculate the student's remaining eligibility (if any) for a Federal Pell Grant award. The University also ensures the student does not exceed the Pell Life-

time Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount may not be divided equally across the payment periods (PP) in the new program. Instead, the Federal Pell Grant funds must be disbursed in an amount up to the student's remaining eligibility for each PP, except that no PP disbursement can exceed 50% of the scheduled Pell Grant annual award.

Pell Example: A student received a portion of a Federal Pell Grant for a program at ABC University, withdrew and then enrolled in a program at the University. The AY for the program at ABC University overlaps with the AY for the program at the University during the same federal award year.

Calculation to Determine Pell Grant Award Amount

100% Scheduled Pell Grant Award at the University	\$6,345
Percentage of Pell Scheduled Award already used at ABC University from ED (Calculated and provided by ED)	25%
Percentage of Remaining 100% Pell Scheduled Award (100% minus % Pell Scheduled Award used at ABC University)	$100\% - 25\% = 75\%$
Student's maximum 100% Federal Pell Grant Award at the University (100% Pell Scheduled Award multiplied by Percentage of Remaining Eligibility)	$\$6,345 \times 75\% = \$4,759$

The student's remaining Federal Pell Grant eligibility is \$4,749. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled Pell Grant award in the first PP. If the second PP of the AY in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

The University rounds to the nearest whole dollar when calculating Federal Pell Grant disbursement amounts.

University's Program's Academic Year 1 Federal Pell Grant Award	
First PP	Second PP

University's Program's Academic Year 1
Federal Pell Grant Award

\$ 3172	\$1,586
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Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the loan(s) at the University may not exceed the remaining balance of the student's annual loan limits after the disbursements in the previous program are considered. The University also ensures the loan(s) awarded do not permit the student to exceed their lifetime aggregate undergraduate/graduate borrowing limits.

Direct Loan Example: A student received Subsidized and Unsubsidized Direct Loan disbursements at ABC University, withdrew and then enrolled in a program at the University. The AY for the program at ABC University overlaps with the AY for the program at the University.

The student is enrolled in a program at the University as a first year, independent undergraduate student with maximum annual Subsidized Direct Loan eligibility of \$3,500 and Unsubsidized Direct Loan eligibility of \$6,000.

Direct Loan Disbursements made by ABC University	
Subsidized Loan disbursed	\$1,750
Unsubsidized Loan disbursed	\$2,000

The University must now determine the student's remaining Subsidized and Unsubsidized Direct Loan eligibility for the 1st AY in the program at the University.

Calculations to Determining Direct Loan Award Amounts	
Remaining Subsidized Loan Eligibility (Annual Subsidized Direct Loan Limit - Subsidized Direct Loan funds disbursed)	$\$3,500 - \$1,750 = \$1,750$
Remaining Unsubsidized Loan Eligibility (Annual Unsubsidized Loan limit - Unsubsidized Loan funds disbursed)	$\$6,000 - \$2,000 = \$4,000$

These remaining loan fund amounts will be disbursed based on the PPs in the AY/LP at the University. (Refer to the Disbursements Policy for additional information)

Federal Supplemental Opportunity Grant Awards

The Federal Supplemental Opportunity Grant (FSEOG) will follow the same awarding process as the Federal Pell Grant program and Direct Loan Program, starting a new academic year and payment periods based on the program the student is transferring/advancing into at the University.

Verification and Conflicting Information Policy

Overview

Institutions are required to verify information provided by students selected for verification. In addition, institutions are required to identify and address any conflicting information in its records for the student. The Verification and Conflicting Information Policy addresses the Department of Education (ED) different verification groups, types of documents acceptable to complete verification and actions the University will take to address identified conflicting information.

Policy

The University is required to verify students whose FAFSA information is selected for verification by the Central Processing System (CPS). The institutional student information record (ISIR) or student aid report (SAR) document received from the CPS will indicate whether the student's application is selected for verification. Students selected for verification must submit all required documentation requested by the University by the applicable deadline to be reviewed for federal financial aid eligibility. The University will not disburse any federal financial aid funds until verification is completed. Students not selected by the CPS or who are exempt from verification but choose to provide taxes or other supplemental documents are not considered selected for verification. However, the University must review all documents provided and resolve any conflicting information prior to awarding and/or disbursing federal financial aid. All documents provided are retained as part of the student financial aid file.

On July 13, 2021, the U.S. Department of Education published GEN 21-05 (<https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/2021-07-13/changes-2021-2022-verification-requirements>) waiving verification of most Free Application for Federal Student Aid/Institutional Student Information Record (FAFSA/ISIR) information, except for Identity/Statement of Educational Purpose and High School Completion Status under Verification Tracking Groups V4 and V5. This waiver applies for the remainder of the 2021-2022 FAFSA processing and verification cycle. The University implemented the flexibilities outlined in GEN 21-05 as of 09/01/2021. Regardless of this waiver, the University will identify and resolve conflicting information concerning a student's eligibility, including from documentation obtained during the verification process prior to or after these flexibilities were implemented.

Standard Verification Group (V1)

The University is required to verify the following information for students selected for standard verification:

- Tax Filers
 - Adjusted Gross Income
 - U.S. Income Tax Paid
 - Untaxed Portions of IRA Distributions and Pensions
 - IRA Deductions and Payments
 - Tax Exempt Interest Income
 - Education Credits
 - Number of Household Members
 - Number in College
- Non-Tax Filers
 - Income Earned from Work
 - Number of Household Members
 - Number in College

Custom Verification Group (V4)

The University verifies the following information for students selected for custom verification:

- High School Completion Status
- Identity/Statement of Educational Purpose

Aggregate Verification Group (V5)

The University verifies the following information for students selected for aggregate verification:

- High School Completion Status
- Identity/Statement of Educational Purpose
- Tax Filers:
 - Adjusted Gross Income
 - U.S. Income Tax Paid
 - Untaxed Portions of IRA Distributions and Pensions
 - IRA Deductions and Payments
 - Tax Exempt Interest Income
 - Education Credits
 - Number of Household Members
 - Number in College
- Non-Tax Filers:
 - Income Earned from Work
 - Number of Household Members
 - Number in College

Acceptable Documentation V1 and V5

The following documentation is acceptable for completing verification of tax filers:

- Specified tax year's tax account information of the tax filer that the Secretary has identified as having been obtained from the Internal Revenue Service (IRS) through the IRS Data Retrieval Tool and that has not been changed after the information was obtained from the IRS;
- A transcript obtained at no cost from the IRS or other relevant tax authority of a U.S. territory (Guam, American Samoa, the U.S. Virgin Islands) or commonwealth (Puerto Rico and the Northern Mariana Islands), or a foreign government that lists 2019 tax account information of the tax filer; or
- A signed copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority of a U.S. territory, or a foreign government that lists the specified tax year's tax account information of the tax filer.

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where a student, spouse, and/or parent may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Victims of Identity Theft

For an individual who was a victim of IRS tax-related identity theft, the University may accept the following documentation:

- A Tax Return DataBase View (TRDBV) transcript obtained from the IRS; and
- A statement signed and dated by the tax filer indicating that he or she was a victim of IRS tax-related identity theft and that the IRS has been made aware of the tax-related identity theft.

If a filer is unable to obtain a TRDBV transcript, he/she may submit other official IRS documentation as long as it contains all the information needed to complete verification. However, the filer must first attempt to get a TRDBV before he/she can use a copy of other official IRS documentation.

Filers of Joint Returns Who Are No Longer Married

If the filer of a joint return has become widowed, divorced, or separated since filing the return, for verification purposes, it may be necessary to determine the individuals' income and taxes paid using the joint tax transcript and the relevant IRS W-2 forms.

The following documents are required from the student/spouse/parent in order to perform a separation of income (SOI):

- A signed and dated SOI Authorization Form,
- A transcript obtained from the IRS or other relevant tax authority that lists the specified tax year's tax account information of the tax filer(s); or
- A copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority that lists the specified tax year's tax account information of the tax filer(s); and
- A copy of IRS Form W 2 for each source of employment income received for the specified tax year or an equivalent document
- In some scenarios, all schedules, forms, and/or worksheets for the tax filing

The University will confirm or update the AGI and income based on the documentation submitted and use the proportional distribution method to determine taxes paid.

Amended Tax Return

When the University becomes aware that a tax filer has filed, or will file, an amended tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS for the specified tax year, in addition to one of the following:

- An IRS Tax Return Transcript (that will only include information from the original tax return and does not have to be signed), any other IRS tax transcript(s) that includes all of the income and tax information required to be verified, or a copy of the tax return; OR
- IRS DRT information on an ISIR record with all tax information from the original tax return

In rare cases, when an applicant and/or spouse, or parent(s) did not file an IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that includes the change(s) made by the IRS, in addition to one of the items mentioned above.

Other Tax Returns

If the tax filer filed a tax return with Commonwealth of Puerto Rico, the U.S. Virgin Islands, the Commonwealth of the Northern Mariana Islands, or Guam, the University will obtain a signed copy of the income tax return filed with the relevant tax authority.

If the tax filer filed a tax return with the tax authority for American Samoa, the person must provide a copy of his/her tax account information.

If the tax filer filed a tax return with tax authorities not mentioned above, (i.e. foreign tax authority) and the person indicates that he/she is unable to obtain the tax account information free of charge, the person must provide documentation that the tax authority charges a fee to obtain that information, along with a signed copy of his/her income tax return that was filed with the relevant tax authority.

The income and tax information are converted to U.S. dollars and the University uses the information on the forms that most closely correspond to the income information reported on an IRS tax return. If an individual from a foreign country is not required under the country's government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.

Filing Extensions

If the individual has been granted an automatic six-month extension by the IRS, the applicant must still verify income and tax information either by using the IRS Data Retrieval Tool or by submitting to the University an IRS Tax Return Transcript. If the required documentation is not submitted to the University by the established deadline, the student must return all Title IV aid disbursed before the student was selected, except for Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans. However, this is not applicable to individuals granted a filing extension beyond the University's established deadline because the individual was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency (Refer to the HEROES Policy for further information).

If the individual(s) has been granted a filing extension by the IRS beyond the automatic six-month extension for the tax year, the University will accept the following as documentation:

- A copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return;"
- A copy of the IRS's approval of an extension beyond the automatic six-month extension for the applicable tax year;
- Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2020, except dependent students ("Verification of Nonfiling Letter");
 - See "Non-Tax Filers" section below if individual is unable to obtain a "Verification of Nonfiling Letter"
- A copy of the IRS Form W-2 for each source of employment income received for the applicable tax year by an individual that has been granted a filing extension; AND
- If self-employed, a signed statement certifying the amount of the AGI and U.S. income tax paid for the specified tax year;

Note: The University will not delay completing verification if the above documentation is submitted for those individuals granted IRS extensions. However, if the University receives the actual IRS transcript at a later date, it must reverify the AGI and taxes paid.

Non Tax Filers

Students, spouses, and/or parents who have not filed a tax return, and are not required to file, will not have an AGI. They must report income earned from work on the FAFSA, including any income reported on the individual's W-2 forms, and other earnings from work not reported on these forms. If selected for verification and income was earned, the student, spouse, and/or parent are required to provide copies of W-2 forms from each employer. In addition, the person must provide a signed statement certifying the sources and amounts of income earned from work not on W-2s and that the person has not filed and is not required to file a tax return.

The University will also require the person (except dependent students) to submit a "Verification of Nonfiling (VNF) Letter" from the IRS dated on or after October 1, 2020. If an individual is unable to obtain VNF from the IRS and the University has no reason to question the good-faith effort to obtain the required documentation, the University will accept the following:

- A signed statement certifying that the individual
 - Attempted to obtain the VNF from the IRS or other tax authorities and was unable to obtain the required documentation; and
 - Has not filed and is not required to file an applicable income tax year return, and a listing of the sources of any applicable year income earned by the individual from work and the amount of income from each source; and
- A copy of IRS form W-2, or an equivalent document, for each source of applicable tax year employment income received by the individual

If a student, spouse, and/or parent submits a signed statement claiming non-tax filer status and the University has reason to believe the person was required to file a U.S. tax return, this constitutes conflicting information and must be resolved.

The following is a chart to assist in determining whether or not an individual is required to file an income tax return.

If your filing status is...	AND at the end of 2020 you were...*	THEN file a return if your gross income was at least...**
Single	under 65 65 or older	\$12,400 \$14,050
Married filing jointly***	under 65 (both spouses) 65 or older (one spouse) 65 or older (both spouses)	\$24,800 \$26,100 \$27,400
Married filing separately	any age	\$5
Head of household	under 65 65 or older	\$18,650 \$20,300
Qualifying widow(er)	under 65 65 or older	\$24,800 \$26,100

In addition to the above chart, a person must file a return if any of the conditions below apply for the tax year.

- You owe any special taxes, including any of the following.
 - Alternative minimum tax.
 - Additional tax on a qualified plan, including an individual retirement arrangement (IRA), or other tax-favored account. But if you are filing a return only because you owe this tax, you can file Form 5329 by itself.

- Household employment taxes. But if you are filing a return only because you owe this tax, you can file Schedule H by itself.
- Social security and Medicare tax on tips you did not report to your employer or on wages you received from an employer who did not withhold these taxes.
- Recapture of first-time homebuyer credit.
- Write-in taxes, including uncollected social security and Medicare or RRTA tax on tips you reported to your employer or on group-term life insurance and additional taxes on health savings accounts.
- Recapture taxes.
- You (or your spouse, if filing jointly) received HSA, Archer MSA or Medicare Advantage MSA distributions.
- You had net earnings from self-employment of at least \$400.
- You had wages of \$108.28 or more from a church or qualified church-controlled organization that is exempt from employer social security and Medicare taxes.
- Advance payments of the premium tax credit were made for you, your spouse, or a dependent who enrolled in coverage through the Marketplace. You or whoever enrolled you should have received Form(s) 1095-A showing the amount of the advance payments.
- Advance payments of the health coverage tax credit were made for you, your spouse, or a dependent. You or whoever enrolled you should have received Form(s) 1099-H showing the amount of the advance payments.
- You are required to include amounts in income under section 965 or you have a net tax liability under section 965 that you are paying in installments under section 965(h) or deferred by making an election under 965(i).

For a complete listing of who must file an income tax return, visit <https://www.irs.gov/help/ita/do-i-need-to-file-a-tax-return>.

Number in Household

The University requires the student (if dependent, requires the parent) submit a verification worksheet (VWS) listing the name and age of each household member and the relationship of that household member to the student.

NOTE: If, at the time of filing a FAFSA, the household information was correct, the information cannot subsequently be updated. If, at the time of filing a FAFSA, the household information was incorrect the STUDENT must correct the information on his/her student aid report (SAR). The University cannot update incorrect information if the student was not selected for verification.

Number in College

The University requires the student (if dependent, requires the parent) submit a verification worksheet (VWS) listing the name and age of each household member who is or will be attending an eligible postsecondary educational institution. The household member must be at least a half-time student in the specified award year and the name of the educational institution must be listed.

NOTE: If the name of the educational institution listed is not an eligible postsecondary educational institution, the University will make a correction to remove the name of the household member from the in college.

Acceptable Documentation V4 and V5

The University will accept the following as resolution of V4 and V5 verification.

High School Completion

To verify high school completion, the University will accept the following types of documentation:

- High school diploma-
 - A copy of the student's high school diploma;
 - A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or
- Recognized equivalent of a high school diploma-
 - General Educational Development (GED) Certificate
 - California High School Proficiency Examination (CHSPE) Certificate
 - HiSET Completion Certificate
 - Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
 - A copy of the 'secondary school leaving certificate' or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
 - An academic transcript indicating the student successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree
- Homeschool
 - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential from an institution that holds state approval to confer high school diplomas is needed
 - If the state does not require the above credential, other acceptable documentation includes:
 - Homeschool transcript or diploma issued by an institution that holds state approval to confer high school diplomas or was accredited by an acceptable accrediting body at the time the student attended

Identity/Statement of Educational Purpose

The following is acceptable documentation to verify a student's statement of educational purpose/identity:

- An unexpired valid government-issued photo identification, such as a driver's license or passport
- A signed statement certifying the federal financial aid received will only be used for educational purposes to pay the cost of attending the University for the specified award year.

If the documentation is presented in person, the University will maintain an annotated copy of the ID provided by the student and will include the date the identifying document was received and the name of the University official who obtained the documentation.

If the student is unable to provide the information in person, the following must be provided to the University:

- A copy of a government-issued photo identification, such as a driver's license or passport
 - The copy of the government issued ID does not need to be notarized or signed by the notary; and
- An original notarized statement of educational purpose signed by the student for the specified award year.
 - An original document must contain wet signatures for the student and the notary as well as the required stamp or seal.

Selection after Disbursement

The student or University may submit corrections to the SAR/ISIR, and the student's application may then be selected for verification. If the student's enrollment status is Withdrawn (W), the University is not required to verify the student's information unless the student returns to the University in the same award year. If the student's enrollment status is anything other than withdrawn (W), the University will not make subsequent disbursements until the student's updated application is verified. If the student does not submit verification documents, the student is responsible for repaying all federal financial aid for which he/she is not eligible, including funds already disbursed for the award year. The student does not have to repay any Direct Loan disbursements made prior to selection as these funds will be repaid according to the terms of the master promissory note; however, the University will cancel any further Direct Loan.

Completing Verification

When the University has obtained all necessary verification documents from the student, the documentation is compared to the ISIR/SAR record. If the verification process shows the student's information is correct, and there are no outstanding issues or conflicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid federal output document (ISIR) with an official EFC. Verification is complete once the University has received all the requested documentation and a valid SAR/ISIR (one that has all the accurate and complete information). This includes any necessary corrections, which must be made by the applicable federal deadlines.

If the University has reason to believe a student or parent, if dependent student, is trying to avoid completing verification and/or suspects potential fraud, the University will initiate an investigation of the student. During the period of investigation, the University will cease award and disbursement of all federal financial aid funds to the student. If satisfactory resolution in the investigation cannot be reached, the student will lose eligibility for federal financial aid funds for at least the federal award year. In addition, based on the outcome of the University's investigation, any credible information indicating that the student may have engaged in fraud or other criminal misconduct in connection with his or her application for federal student aid will be referred to the U.S. Department of Education's Office of Inspector General (OIG). Please refer to the University's Federal Student Aid Fraud Policy for more information.

Disbursements

The University will not make disbursements of federal financial aid until verification is completed.

Change Dependency Status due to Change in Marital Status

The University will not update a student's dependency status based on a change in the student's marital status after filing of the FAFSA.

Consequences of a Change in FAFSA Information

For the subsidized student financial assistance programs, if the FAFSA information changes as a result of verification, the University will submit to the Secretary all changes to a nondollar item or an individual data element that is \$25 or more. The University may choose whether or not it will submit changes to the Secretary when all changes to individual data elements are less than \$25 (not exceeding tolerance).

For the Federal Pell Grant Program, if there is a change as a result of verification, the University will recalculate the student's Pell Grant on the basis of the EFC on the correct valid SAR/ISIR. The University will disburse any additional funds under that award only if the University receives a correct valid SAR/ISIR for the student, and only to the extent additional funds are payable based on the recalculation.

For all other subsidized student financial assistance programs, if information changes as a result of verification, the University will adjust the student's financial aid package on the basis of the corrected EFC on the valid SAR/ISIR.

Verification and Professional Judgment

If a student requests a professional judgment and is also selected for verification, the University will require the verification be completed before exercising any type of professional judgment.

Reporting the Student's Verification Status to the CPS

When the University disburses a Federal Pell Grant award, it reports the student's verification status at the time of disbursement when it reports the payment. Note: This reporting requirement applies even if the student's application was not selected for verification. However, the University leaves the verification status code field blank if the student was not selected for verification or the selected ISIR transaction has a CPS transaction process date that is after the date the student was no longer enrolled at the University.

Verification Timelines

The University will require Federal Pell Grant, campus-based, and Direct loan students selected for verification to submit all requested verification documents to the University within 30 days of the notification date informing the student of the requirements. If the documents are not submitted or are incomplete by this deadline, appropriate actions are taken, as required, based upon the student's enrollment status as of the deadline date.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline, but before the earlier of 120 days after the student's last date of attendance or the deadline established by the U.S. Department of Education each award year, the University will review and address eligibility as required. For the Direct Loan program, if a student fails to provide the required documentation by the 30-day deadline, the University will not originate a subsidized loan application for the student. If based on corrections, there is an increase in the Federal Pell Grant amount and the student's valid ISIR is received after he/she is no longer enrolled but before the annual Federal Register deadline, the University will pay the student the higher award amount.

Student Notification

The University will notify the student, in writing, of verification requirements and timelines for submission of necessary documents. Selected students receive the following:

- Documentation requirements
- Timeline of 30 days to return the required documentation
- Correction procedures (provided during the initial application process)
- Consequences of not returning the documents within the prescribed timelines, which may include cancellation of tuition deferral and request of immediate payment of outstanding tuition charges
- Information in reference to written notification of award changes resulting from verification, which are forwarded within 20 days of required adjustments

Verification and Crossover Payment Periods

During a crossover payment period (a payment period that includes both June 30 and July 1), the University will award and disburse federal financial aid funds using the first federal award year ISIR that is ready to be used. Once a federal award year ISIR has been used for awarding and disbursing federal financial aid funds, the University will no longer follow up with the student on collecting documents to complete verification unless those documents are needed for a future academic year.

If the University has reason to believe a student is trying to avoid completing the verification requirements and suspects potential fraud, the University will not award federal financial aid funds using the unselected ISIR. Instead, the University will require the student to complete the verification requirements or lose eligibility for the crossover payment period.

Verification Exclusions

The exclusion described here are applicable only to the affected individual. All other requirements for verification still apply to the non-affected parties (i.e. if one parent meets an exclusion, the student and the other parent are still required to complete verification requirements).

A selected student is exempt from the verification requirements based on the following unusual circumstances:

- The student dies,
- The student will not receive federal financial aid for reasons other than failure to complete the verification, or
- The student was selected for verification after the date the student was no longer enrolled at the University, the University is not aware that the student intends to reenroll for the award year, and no further disbursements (including late) will be made.

Parents of a dependent student are exempt from verification requirements if any of the following apply:

- Both parents are mentally incapacitated,
- Both parents or the custodial parent has died
- They reside in a country other than the United States and cannot be contacted by normal means, or
- They cannot be located because the student does not have and cannot obtain their contact information

A spouse of an independent student is exempt from verification requirements if any of the following apply:

- The spouse has died,
- The spouse is mentally incapacitated,

- The spouse resides in a country other than the United States and can't be contacted by normal means, or
- The spouse cannot be located because the student does not have and cannot obtain contact information

If a student selected for verification dies before the deadline for completing verification and does not complete the verification process, the University will not 1) make any further disbursements on the student's behalf, 2) originate or disburse the student's Direct subsidized Loan, and 3) consider any funds disbursed on an interim basis as an overpayment.

The University will document in the student's file the basis for any exclusion, other than the death of a student, using a signed statement from the student.

Verification Following Natural Disasters

If an affected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:

- For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student's file is documented accordingly and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified.
- The University will waive the requirement of a signed verification worksheet verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no parent can provide the required signatures because the parent(s) is affected by a disaster. In these scenarios, the University will note and retain an explanation of why the student's parent(s) was not able to sign the verification worksheet.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed. If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly.

Resolving Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before awarding and/or disbursing federal financial aid funds. If discrepancies are identified that were not present at the time the federal financial aid funds were disbursed, the University will reconcile the conflicting information and the student will be responsible for repayment of any federal financial aid funds they were not eligible to receive. The University will report the student to ED as a federal grant and/or loan overpayment to collect repayment of these funds from the student.

Examples of conflicting information may include, but are not limited to the following:

- Social security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/parent was required to file a tax return)
- Number in Household
- Number in College
- Student or parent Marital status
- High school completion
- Untaxed income or resources
- Other Resources, such as Employer Tuition Reimbursement (See the University's Packaging Philosophy Policy for other examples of "other resources")

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STUDENTS' RIGHTS AND RESPONSIBILITIES

Students' Right to Privacy

The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar's Office or local campus office.
2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.
3. Students will be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.
4. Students' written or authorized electronic consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Registrar's Office or the student portal at: <http://my.phoenix.edu>.

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4035 South Riverpoint Parkway, Phoenix, AZ 85040, Fax (480) 643-1600.

Student Organizations

It is the policy of University of Phoenix (UOPX) to provide our students with opportunities to form student organizations that are recognized under the University's Conditions of Recognition for Student Organizations.

Conditions of Recognition for Student Organizations

The University has established the following minimum criteria that each student organization must meet to be recognized by, and to function within, the University of Phoenix community:

- A Recognized Student Organization (RSO) is independently installed, organized, and managed by students enrolled and actively attending the University.
- All student members of a University RSO must be enrolled in and must have posted positive attendance within the last 90 days.
- RSOs must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- RSOs are recognized by, but not official units of UOPX.
- RSOs must have a published purpose/mission and goals/objectives, operate under a formal leadership/governance structure, participate in the annual assessment process, and maintain membership rosters, financial statements, meeting minutes, assessment plans and reports, etc. These items shall be submitted upon initial application and upon annual review or more frequently, as required or requested.
- Recognized Student Organization Application/Annual Report and Renewal Request submission must be accompanied by an Assessment Matrix attachment with assessment plan sections (Area Assessed, Criteria, University Learning Goals, Measure and Metric) columns completed. At the end of an application/renewal period the Assessment Matrix template submitted the year prior must be updated including the completed Findings and Action Plan sections.
- RSOs must have a University-approved University liaison. The role of the University liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the University liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University..
- RSOs may not possess any financial ties or result in any financial impact to UOPX. All expenses related to installing, organizing, leading, managing, and/or sustaining a RSO are the sole responsibility of the RSO.

- The tax status of the University does not extend to RSOs. RSOs must follow all local, state, and federal guidelines. RSOs have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are RSOs allowed to use the federal tax numbers or designations of UOPX.
- Consistent with the UOPX Mission, RSOs must strive to enhance the student experience, the University's culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- RSOs must meet all Conditions of Recognition and agree to abide by all UOPX regulations, policies, and procedures. This includes, but is not limited to, all Academic Catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- RSOs must be open to all students who meet the membership requirements. RSOs may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- RSOs must submit a Student Organization Recognition application to the UOPX Office of Accessibility, Equity & Inclusion and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognition status will expire at the end of each fiscal year, August 31st. A request for recognition renewal must be submitted no later than August 31st each year to remain officially recognized as a RSO. Exceptions will be made for new RSOs with approval granted between July and December of that same year. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each RSO's recognition and continued compliance with regulatory, policy, and procedural changes.
- RSOs that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate institutional sponsor.
- The bylaws and/or policies for any RSO must meet the minimum standards outlined in the Recognized Student Organizations Handbook.
- RSOs must meet one of the University's approved RSO Types and Recognition Statuses as defined below.

Approved RSO "Types"

- **Academic (excluding Honor Societies)** - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom.
- **Honor Societies** - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies is typically by invitation and criteria based.

- **Professional** - Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]).
- **Service** - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities.

Approved RSO Recognition "Statuses"

- **University-Level Recognition** - RSOs, which have been approved by the University and the participating student organization's corporate office to install an institutional-level charter/chapter under which all local campus sites would operate. For example, UOPX installed the Delta Mu Delta Lambda Sigma institutional charter in 2009, under which all campus sites are eligible to apply to install a local area co-chapter.
- **Local Campus-Level Recognition** - Additional local campus sites that have been approved by the University to operate under the governance/oversight of the institutional-level recognized charter/chapter. For example, the Phoenix campus has been approved to install a "co-chapter" which operates under the University's Delta Mu Delta Lambda Delta institutional-level charter.
- **Single Site Recognition** - RSOs which have been approved by the University and the participating RSO's corporate office to install a charter/chapter to operate separately and independently at one of the University's local campus sites.
- **Non-Standard Recognition** - RSOs which do not fit any of the other recognized affiliation statuses may apply for affiliation under this status. These requests are considered on a case-by-case basis.

Equal Opportunity, Harassment, and Nondiscrimination

Policy on Nondiscrimination

The University is committed to providing an educational environment that is free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting equity in all aspects of the educational program or activity, the University has developed policies and procedures that provide a prompt, equitable, and impartial process for allegations of discrimination or harassment on the basis of protected class status and for allegations of retaliation.

Resolution Services oversees implementation of the University's policy on Equal Opportunity, Harassment, and Nondiscrimination. The University's Title IX Coordinator has the primary responsibility for coordinating the University's efforts related to investigation, resolution, and implementation of sanctions to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The Title IX Coordinator acts with independence and authority free from bias and conflicts of interest. The members of the Title IX Team are trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents.

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Bridget Beville, Vice President, Resolution Services & Title IX Coordinator
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602-557-1823 office
480-273-0455 mobile
TIXC@phoenix.edu

The University's 504 Coordinator is responsible for overseeing efforts to comply with Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA), , and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide accommodations to otherwise qualified disabled students in all University programs and activities. Questions may be directed internally to:

Kelly Hermann, Vice President, Accessibility, Equity & Inclusion & 504 Coordinator
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602.387.9936
Section.504Coordinator@phoenix.edu

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

Scope

The core purpose of this policy is the prohibition of all forms of discrimination. When an alleged violation of this policy is reported, the allegations are subject to resolution using one of two processes outlined below as determined by the Title IX Coordinator. These procedures may be applied to incidents, to patterns, and/or to the campus climate, all of which may be addressed and investigated in accordance with this policy.

Any person whose acts deny, deprive, or limit the educational access, benefits, and/or opportunities of any member of the University community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes defined below is in violation of this policy.

This policy is interpreted broadly to include online and cyber manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the University's education program and activities or use University networks, technology, or equipment.

Jurisdiction

This policy applies to the University's education program and activities, to conduct that takes place on campus or online or on property owned or controlled by the University or at University-sponsored events.

The University may also extend jurisdiction to off-campus and/or online conduct when the Title IX Coordinator determines that the conduct affects a substantial University interest, including any situation that is detrimental to the educational interests or mission of the University and/or has continuing effects on the University community.

Definitions

Advisor: The person chosen by a party or appointed by the University to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at a Formal Grievance Process hearing, if any.

Complainant: The individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected class.

Education Program or Activity: Locations, events, or circumstances where the University exercises substantial control over both the Respondent and the context in which the harassment or discrimination occurs.

Formal Complaint: A document filed by a Complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a Respondent and requesting an investigation of the allegations.

Mandated Reporter: Any University employee obligated by policy to share knowledge, notice, and/or reports of actual or suspected harassment, discrimination, and/or retaliation with the Title IX Coordinator.

Preponderance of the Evidence: The standard of proof used to determine whether a Respondent is responsible for a violation of this policy, meaning whether a policy violation is more likely than not.

Protected Class: Race, color, religion, creed, sex, pregnancy (including lactation, childbirth, and related medical conditions), sexual orientation, gender, gender identity or expression, familial or marital status, age (40 or older), physical or mental disability, medical condition (any health impairment related to a diagnosis, record, or history of cancer), genetic information (including testing and characteristics), national origin, ancestry, ethnicity, citizenship, military or veteran status, or any other status or characteristic protected by applicable federal, state, or local law.

Respondent: The individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class.

Supportive Measures: Non-disciplinary, non-punitive individualized services offered to the Complainant or the Respondent designed to restore or preserve equal access to the education program or activity, including measures designed to protect the safety of all parties or the educational environment, or deter harassment, discrimination, and/or retaliation. Supportive measures may include, but are not limited to, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, security escorts, mutual restrictions on contact between the parties, changes in work location, leaves of absence, increased security and monitoring of certain areas, counseling referrals and other similar measures.

Title IX Coordinator: The official designated by the University to ensure compliance with Title IX and who has the primary responsibility for coordinating Recipient's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy. For the purposes of executing this policy, a designee may be assigned by the Title IX Coordinator.

Prohibited Conduct

Harassment

Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law. The University does not tolerate discriminatory harassment of any employee, student, visitor, or guest and will act to remedy all forms of discriminatory harassment when reported, whether or not the harassment rises to the level of creating a hostile environment. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce any individual covered by this policy.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal harassment includes epithets, slurs, and negative stereotyping, and comments that are offensive or unwelcome regarding any characteristic or status protected by this policy or applicable law.
- Non-verbal harassment includes distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of any characteristic or status protected by this policy or applicable law.
- Physical harassment includes assault, unwanted touching, or blocking normal movement because of an individual's protected status.

A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational access, benefits, or opportunities. This discriminatory effect results from harassing verbal, non-verbal, written, graphic, or physical conduct that is severe or pervasive, and objectively offensive.

When discriminatory harassment rises to the level of creating a hostile environment, the University may impose sanctions through application of the appropriate grievance process below.

The University reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature not based on a protected status, under the applicable Code of Conduct.

Sexual Harassment

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that defines the meaning of "sexual harassment" (including forms of sex-based violence). Under the Final Rule, the University must narrow both the geographic scope of its authority to act under Title IX and the types of "sexual harassment" subject to its Title IX investigation and adjudication process.

Only incidents falling within the Title IX definition of sexual harassment will be subject to the Title IX Formal Grievance Process.

Title IX Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity;
- Sexual assault (as defined in the Clery Act);
- Dating Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Domestic Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Stalking (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act).

All other incidents, including those that meet the following definition of sexual harassment will be subject to the Standard Grievance Process.

Sexual Harassment is unwelcome, sex-based and/or gender-based verbal, non-verbal, written, online and/or physical conduct that satisfies one or more of the following:

- Takes the form of quid pro quo harassment;

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such sexual conduct is made either explicitly or implicitly a term or condition of an individual's work or educational development or performance, or evaluation thereof.

- Creates a hostile environment;

A hostile environment is created when sexual harassment is severe, and/or persistent and/or pervasive and objectively offensive, such that it unreasonably interferes with, denies, or limits the ability to participate in or benefit from the University's education program and activities.

- is retaliatory.

Other Civil Rights Offenses

The following offenses are prohibited forms of discrimination when the act is based upon the Complainant's actual or perceived membership in a protected class.

- Sexual Exploitation, defined as: taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited, and that conduct does not otherwise constitute sexual harassment under this policy.
- Threatening or causing physical harm, extreme verbal, emotional, or psychological abuse, or other conduct which threatens or endangers the health or safety of any person;
- Discrimination, defined as actions that deprive, limit, or deny other members of the community of educational or employment access, benefits, or opportunities;
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;

- Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control, or diminish another person, physically and/or mentally

Retaliation

Retaliation is defined as any materially adverse action taken because of a person's participation in a protected activity. Protected activity includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, or assisting in providing information relevant to an investigation.

The University or any member of the University community is prohibited from taking materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Charges against an individual for Code of Conduct violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator for investigation.

Reporting Harassment, Discrimination and/or Retaliation

Reports of harassment, discrimination, and/or retaliation may be made at any time (including during non-business hours) using any of the following options:

- Directly to the Title IX Coordinator via phone, email, text or in-person;
- Directly to Resolution Services;
- By informing any mandated reporter, such as a faculty member, academic counselor, Campus Security Authority (CSA) or Human Resources Business Partner (HRBP).
- By calling the Ethics & Compliance Helpline at 888-310-9569 or filling out an online form at <http://www.UOPXhelpline.com>.

All University faculty and employees are mandated reporters and expected to report actual or suspected harassment or discrimination of which they become aware and must promptly share all known details of a report made to them in the course of their employment, including the identities of both parties, with the Title IX Coordinator.

All reports are acted upon promptly, and every effort is made by the University to preserve the privacy of reports, meaning information related to an allegation will be shared with a limited number of University employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report.

There is no time limitation on reporting. However, if the Respondent is no longer subject to the University's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be limited or impossible.

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the University community and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether to proceed when the Complainant does not wish to do so, and the Title IX Coordinator may sign a Formal Complaint to initiate a grievance process upon completion of an appropriate violence risk assessment.

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, the University must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community. The University will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information to make safety decisions in light of the potential danger.

Upon receipt of notice or a complaint of an alleged violation of this policy, the Title IX Coordinator engages in an initial assessment to determine jurisdiction and which process applies.

Anonymous Reports

Reports may also be made anonymously, without identification of the Complainant. However, anonymous reports typically limit the University's ability to investigate, respond, and provide remedies, depending on what information is shared. Anonymous reports will be preliminarily investigated to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures can be provided. The University cannot provide supportive measures to an unidentified Complainant.

False Allegations & Information

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be subject to appropriate disciplinary action. Additionally, witnesses and parties providing knowingly false evidence or deliberately misleading an official conducting an investigation will be subject to discipline under the applicable Code of Conduct.

Amnesty

To encourage reporting and participation in the process, the University maintains a policy of offering parties and witnesses amnesty from minor policy violations related to the incident. Amnesty may also be granted to Respondents and witnesses on a case-by-case basis.

Standard Grievance Process for Allegations of Harassment, Discrimination and/or Retaliation

The procedures described below apply to allegations of harassment, discrimination and/or retaliation on the basis of protected class status and Sexual Harassment as defined by this policy.

If a factual nexus exists between the allegation of harassment, discrimination and/or retaliation and the alleged actions, the Title IX Coordinator initiates one of two responses:

- **Informal Resolution** - typically used for less serious offenses and only when all parties agree, or when the Respondent is willing to accept responsibility for violating policy. This can also include a remedies-only response.
- **Administrative Resolution** - investigation of policy violation(s) and recommended finding, subject to a determination by the Title IX Coordinator and the opportunity to appeal to an Appeal Panel.

Resolution proceedings are private. All persons are expected to maintain the privacy of the proceedings in accordance with University policy.

The investigation and subsequent Administrative Resolution determine whether this policy has been violated.

At any point during the initial assessment or investigation, if the Title IX Coordinator determines that reasonable cause does not support the conclusion that policy has been violated, the process will end, and the parties will be notified.

Informal Resolution

Informal Resolution is applicable when the parties voluntarily agree to resolve the matter or when the Respondent accepts responsibility for violating this policy or when the Title IX Coordinator can resolve the matter informally by providing remedies to resolve the situation.

It is not necessary to pursue Informal Resolution first in order to pursue Administrative Resolution, and any party participating in Informal Resolution can stop the process at any time and request the Administrative Resolution process.

Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent accepts responsibility, the Title IX Coordinator makes a determination that the individual is in violation of this policy and then determines appropriate sanction(s) or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the conduct, both on the Complainant and the University community.

If the Respondent accepts responsibility for all of the alleged policy violations and the Title IX Coordinator has determined appropriate sanction(s) or responsive actions, which are promptly implemented, the process is over. The Complainant will be informed of this outcome. If Respondent accepts responsibility for some of the alleged policy violations, the remaining allegations will continue to be investigated and resolved.

Administrative Resolution

Administrative Resolution can be pursued for any behavior for which the Respondent has not accepted responsibility that constitutes conduct covered by this policy.

Administrative Resolution starts with a thorough, reliable, and impartial investigation. If Administrative Resolution is initiated, the Title IX Coordinator will promptly provide written notification of the investigation to the parties. Notification will include a meaningful summary of the allegations and the policies allegedly violated.

Investigation

The Title IX Coordinator assigns an Investigator(s) free from bias and conflicts of interest who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

The University aims to complete all investigations within a sixty (60) day period, which can be extended as necessary for appropriate cause by the Title IX Coordinator, with notice to the parties as appropriate.

Investigations involve interviews with all relevant parties and witnesses, obtaining available, relevant evidence, and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence, and to fully review and respond to evidence.

Any evidence that is relevant and credible may be considered, including an individual's prior misconduct history as well as evidence indicating a pattern of misconduct. The process should exclude irrelevant or immaterial evidence and may disregard or provide little weight to evidence lacking in credibility or that is improperly prejudicial.

The Investigator(s) will provide an investigation report summarizing the investigation and evidence and provide parties with a copy of the draft investigation report when it is completed, including relevant evidence, analysis, credibility assessments, and recommended finding(s). Each party has a full and fair opportunity to respond to the report in writing within ten (10) days of receipt.

The Investigator(s) will incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, and make any necessary revisions.

The Investigator(s) will share the report with the Title IX Coordinator for review and feedback and then provide a final report to the Title IX Coordinator. The report will include recommended finding(s) based on a preponderance of the evidence.

Determination

Within a reasonable time of receiving the Investigator's recommendation, the Title IX Coordinator reviews the report and all responses, and then makes the final determination on the basis of the preponderance of the evidence.

The recommendation of the investigation should be strongly considered but is not binding on the Title IX Coordinator. The Title IX Coordinator may invite and consider impact statements from the parties if and when determining appropriate sanction(s), if any.

If the Respondent admits to the violation(s), or is found in violation, the Title IX Coordinator, in consultation with other administrators as appropriate, determines sanction(s) and/or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the discriminatory conduct, both on the Complainant and the University community.

Notice of Outcome

The Title IX Coordinator will timely provide the parties with a written Notice of Outcome to include findings, any sanction(s), and a detailed rationale, delivered simultaneously to the parties.

Unless based on an acceptance of violation by the Respondent, the determination may be appealed by either party.

The Notification of Outcome also includes the grounds on which the parties may appeal and the steps the parties may take to request an appeal of the findings.

Sanctions

Factors considered when determining a sanction may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation

- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Title IX Coordinator

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions/responsive actions.
- **Suspension:** Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- **Expulsion:** Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- **Withholding Diploma:** The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- **Revocation of Degree:** The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- **Other Actions:** In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

Range of Sanctions - Faculty

The following sanctions may be imposed upon faculty singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- Implementation of a remediation plan as appropriate
- Removal from assigned course(s)
- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- **Other Actions:** In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the Title IX Coordinator. Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

All requests for appeal must be submitted in writing to the Title IX Coordinator within ten (10) business days of the delivery of the Notice of Outcome. Either party may appeal, but appeals are limited to the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures.)
- To consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanction(s) are disproportionate to the violation and the cumulative record of the Respondent.

When any party requests an appeal, the Title IX Coordinator will share the appeal request with the other party or other appropriate persons such as the Investigator(s), who may file a response within three (3) business days.

A three-member Appeals Panel will be designated by the Title IX Coordinator from those who have not been involved in the process previously and include a manager, director, and College Dean or Vice President. The Appeals Panel will review the appeal request(s) and if grounds are not sufficient for an appeal, or the appeal is not timely, the Appeals Panel dismisses the appeal.

If the Appeals Panel finds that at least one of the grounds is met by at least one party, additional principles governing the review of appeals include the following:

- Decisions are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s) only if there is compelling justification to do so.
- Appeals are not intended to be full re-hearings (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation and pertinent documentation regarding the grounds for appeal.
- An appeal is not an opportunity for the Appeals Panel to substitute their judgment for that of the original Investigator(s) or Title IX Coordinator merely because they disagree with the finding and/or sanction(s).
- Appeals granted based on new evidence should normally be remanded to the Investigator(s) for reconsideration.
- Sanctions imposed as the result of Administrative Resolution are implemented immediately unless the Title IX Coordinator stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
- All parties will be informed in writing within three (3) business days of the outcome of the appeal.
- Once an appeal is decided, the outcome is final; further appeals are not permitted, even if a decision or sanction is changed on remand.
- In rare cases when a procedural error cannot be cured by the original Investigator(s) and/or Title IX Coordinator (as in cases of substantiated bias), the Appeals Panel may recommend a new investigation and/or Administrative Resolution process.
- In cases in which the appeal results in Respondent's reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Grievance Process for Allegations of Title IX Sexual Harassment

Response to Allegations

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the Title IX Coordinator will promptly contact the Complainant to:

- discuss the availability of supportive measures and consider the Complainant's wishes with respect to supportive measures;
- inform the Complainant of the availability of supportive measures with or without filing a Formal Complaint; and
- explain the process of filing a Formal Complaint.

If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation. The Title IX Formal Grievance Process is not initiated, though the Complainant can elect to initiate it at a later time.

If the Title IX Formal Grievance Process is preferred, the Title IX Coordinator determines if the alleged misconduct falls within the scope of Title IX.

- If it does, the Title IX Coordinator will initiate the appropriate process.
- If it does not, the Title IX Coordinator assesses which policies and/or procedures may apply and refers the matter accordingly. Dismissing a complaint under Title IX is just procedural and does not limit the University's authority to address a complaint through another applicable process.

Emergency Removal

Respondents may be removed from the University's education program or activity on an emergency basis. The University will undertake an individualized safety and risk analysis to determine if there is an immediate threat to the physical health or safety of any student or other individual arising from the allegations that justifies removal. The Respondent will be provided with notice of Emergency Removal and the opportunity to challenge the decision immediately following the removal.

Dismissal (Mandatory and Discretionary)

The University must dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- The conduct alleged in the Formal Complaint would not constitute Title IX Sexual Harassment as defined in this policy, even if proved; and/or
- The conduct did not occur in an educational program or activity controlled by the University and/or the University does not have control over the Respondent; and/or
- The conduct did not occur against a person in the United States; and/or
- At the time of filing a Formal Complaint, a Complainant is not participating in or attempting to participate in the University's education program or activity.

The University may dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein; or
- The Respondent is no longer enrolled in or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties. A dismissal decision is appealable by any party under the procedures for appeal below.

Resolution Processes

The processes described below apply only to allegations of Title IX Sexual Harassment involving students, employees, or faculty members that meet the Title IX Sexual Harassment definition in this policy.

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the University will initiate at least one of three responses:

- Offer supportive measures because the Complainant does not want to proceed formally; and/or
- Facilitate an Informal Resolution; and/or
- Initiate the Title IX Formal Grievance Process including an investigation and a live hearing.

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with University policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose.

The University will make a good faith effort to complete the resolution process within a sixty (60)-to-ninety (90) business day time period, including appeal, which may be extended as necessary for appropriate cause at the sole discretion of the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

Any individual materially involved in the administration of the resolution process, including the Title IX Coordinator, Investigator(s), and Decision-maker(s) may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another individual will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the University's Ethics & Compliance Department via email at office.complianceuopx@phoenix.edu or the Ethics Helpline at www.uopxhelpline.com.

Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings and interviews within the resolution process, if they so choose. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The Advisor is not an advocate and does not represent the parties in the process.

The Advisor is entitled to inspect and review evidence prior to completion of the Investigative Report, receive a copy of the final Investigative Report, and is permitted to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.

The parties are not permitted to directly cross-examine each other or any witnesses during the hearing. Cross-examination must be conducted by the parties' Advisors. Restrictions regarding the extent to which an Advisor may participate in the Formal Grievance process are further outlined in the Hearing Procedures section of this policy.

The University cannot guarantee equal advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, the University is not obligated to provide an attorney. The Title IX Coordinator will offer to assign a trained Advisor for any party if the party so chooses.

The University is obligated to investigate and adjudicate in a prompt timeframe under Title IX and may refuse to grant extension requests to accommodate the schedule of an Advisor. The determination of what is reasonable shall be made by the Title IX Coordinator.

Informal Resolution

Parties are not required to participate in an Informal Resolution process and Informal Resolution may only be used if a Formal Complaint is filed. Any party participating in Informal Resolution can stop the process at any time and begin or resume the Title IX Formal Grievance Process.

Informal Resolution may be used with the voluntary, written consent of both parties:

- When the Respondent accepts responsibility for violating policy and wants to accept a sanction and end the resolution process; or
- When the Title IX Coordinator can resolve the matter by providing supportive measures to remedy the situation.

Prior to implementing Informal Resolution, both parties will be provided with written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and the University are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator accepts the Respondent's admission of responsibility and implements agreed-upon sanctions and or remedies, in coordination with other appropriate administrator(s), as necessary. The result is not subject to appeal once all parties indicate their written assent to all agreed upon terms of resolution.

Informal Resolution is not available to resolve allegations that an employee sexually harassed a student.

Formal Grievance Process

The Formal Grievance Process includes an objective evaluation of all relevant evidence obtained, including both inculpatory and exculpatory evidence. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

Relevant evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true and do not include the following types of evidence and questions, which are deemed irrelevant at all stages of the Formal Grievance Process:

- Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege.
- Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

There is a presumption that the Respondent is not responsible for alleged misconduct unless and until a determination of responsibility is made at the conclusion of the Formal Grievance Process. The standard of proof used to determine responsibility is preponderance of the evidence.

Notice of Allegations

The Title IX Coordinator will provide a Notice of Allegations to both parties as soon as practicable after receiving a Formal Complaint.

The Notice of Allegations will include:

- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- A description of the applicable procedures,
- A statement that the University presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period, and
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.

The institution will provide sufficient time for the parties to review the Notice of Allegations before any initial interview.

Investigations

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

Through the investigation process, all parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence and expert witnesses, and to review and respond to all evidence on the record.

The Title IX Coordinator appoints an Investigator who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation. Investigator(s) will complete the following steps (not necessarily in this order):

- Provide each interviewed party and witness an opportunity to verify the Investigator's summary of the relevant evidence/testimony from their respective interviews and meetings.
- Allow each party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other party and witnesses.
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) with a list of witnesses whose information will be used to render a finding.

- Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) a copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the Recipient does not intend to rely in reaching a determination, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence.
 - The Investigator(s) may elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses.
- Incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report.
- Share the report with the Title IX Coordinator for their review and feedback.
- Incorporate any relevant feedback, and share the final report and a file of any directly related evidence that was not included in the report with all parties and their Advisors at least ten (10) business days prior to a hearing.

Once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing and select an appropriate Decision-maker. The Title IX Coordinator may not serve as a Decision-maker but may serve as an administrative facilitator of the hearing if their previous role in the matter does not create a conflict of interest.

Hearings

No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the parties. The hearing body will consist of a single Decision-maker.

The Title IX Coordinator will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing.

If any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision-maker. No inference may be drawn about responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

The parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the University will appoint one. Each party must have an Advisor present. There are no exceptions.

Any evidence that the Decision-maker determine(s) is relevant and credible may be considered. The Decision-maker does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. At the hearing, the Decision-maker has the authority to hear and make determinations on all allegations of discrimination, harassment, and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within this policy.

Hearing Procedures

The Decision-maker will answer all questions of procedure.

The Decision-maker will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker and the parties and will then be excused.

The Investigator(s) will present a summary of the final investigation report and will be subject to questioning by the Decision-maker and the parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker may ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Decision-maker will direct that it be disregarded.

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Decision-maker. The parties/witnesses will submit to questioning by the Decision-maker and then by the parties through their Advisors ("cross-examination").

All cross-examination questions are subject to a relevance determination by the Decision-maker. The Advisor will pose the proposed question, allow the Decision-maker to consider it, and the Decision-maker will determine whether the question will be permitted, disallowed, or rephrased. Only questions that are permitted may be answered.

If a party's Advisor refuses to comply with the Recipient's established rules of decorum for the hearing, the University may require the party to use a different Advisor. If a University-provided Advisor refuses to comply with the rules of decorum, the University may provide that party with a different Advisor to conduct cross-examination on behalf of that party.

The Decision-maker will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Decision-maker has final say on all questions and determinations of relevance, subject to any appeal. The Decision-maker will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If a party or witness chooses not to submit to cross-examination at the hearing, either because they do not attend the meeting, or they attend but refuse to participate in questioning, then the Decision-maker may not rely on any prior statement made by that party or witness at the hearing (including those contained in the investigation report) in the ultimate determination of responsibility. The Decision-maker must disregard that statement. Evidence provided that is something other than a statement by the party or witness may be considered.

Hearings (but not deliberations) are recorded for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted. The recording of the hearing will not be provided to parties or advisors.

The Decision-maker will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question using the preponderance of the evidence standard.

If the Respondent is found responsible, the Decision-maker will review any pertinent conduct history provided and will determine the appropriate sanction(s) in consultation with other appropriate administrators, as required.

The Decision-maker will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions.

This report must be submitted to the Title IX Coordinator within three (3) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will prepare a Notice of Outcome within five (5) business days of receiving the Decision-maker's deliberation statement, which will be shared with the parties simultaneously.

The Notice of Outcome will identify the specific policy reported to have been violated, including the relevant policy section, and will contain a description of the procedural steps taken by the University from the receipt of the misconduct report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, methods used to obtain evidence, and hearings held.

The Notice of Outcome will also specify the finding on each alleged policy violation; the findings of fact that support the determination; conclusions regarding the application of the relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation to the extent the University is permitted to share such information under state or federal law; any sanctions issued

which the University is permitted to share according to state or federal law; and any remedies provided to the Complainant designed to ensure access to the University's educational or employment program or activity, to the extent the University is permitted to share such information under state or federal law. The Notice of Outcome will also include information on the relevant procedures and bases for any available appeal.

Sanctions

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered after a finding or admission of responsibility.

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Decision-maker

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions.
- **Suspension:** Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- **Expulsion:** Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- **Withholding Diploma:** The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- **Revocation of Degree:** The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- **Other Actions:** In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Part-Time Faculty

The following sanctions may be imposed upon part-time faculty singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- **Implementation of a remediation plan** as appropriate
- **Removal from assigned course(s)**

- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Employees (including Full-Time Faculty)

The following sanctions may be imposed upon employees singly or in combination:

- Warning - Verbal or Written
- Performance Improvement/Management Process
- Required Training or Education
- Loss of Oversight or Supervisory Responsibility
- Demotion
- Suspension with pay
- Suspension without pay
- Termination
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the final Decision-maker. Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

Either party may file a Request for Appeal, but it must be submitted in writing to the Title IX Coordinator within ten (10) days of the delivery of the Notice of Outcome.

A three-member Appeal Panel comprised of a manager, director, and College Dean or Vice President will be designated by the Title IX Coordinator, one of whom will serve as the Appeal Chair. No appeal panelists will have been involved in the process previously. The Request for Appeal will be forwarded to the Appeal Chair for consideration to determine if the request meets the grounds for appeal. This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

Appeals are limited to the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, Investigator(s), or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

If any of the grounds in the Request for Appeal do not meet the grounds, the request will be denied by the Chair and the parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds, then the Appeal Chair will notify the parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker.

The parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s) will be provided a copy of the request with the approved grounds and then be given ten (10) business days to submit a response to the portion of the appeal that was approved and involves them.

The Chair will collect any additional information needed and all documentation regarding the approved grounds. The Appeal Panel will render a decision in no more than three (3) business days, barring exigent circumstances. All decisions are by majority vote and apply the preponderance of the evidence standard.

A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the University is permitted to share under state or federal law.

Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. The University may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal if the original sanctions included suspension or expulsion.

Appeal Considerations

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- An appeal is not an opportunity for the Appeal Panel to substitute their judgment for that of the original Decision-maker merely because they disagree with the finding and/or sanction(s).
- The Appeal Panel may consult with the Title IX Coordinator on questions of procedure or rationale, for clarification, if needed.
- Appeals granted based on new evidence should normally be remanded to the original Investigator(s) and/or Decision-maker for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new hearing).
- In rare cases where a procedural error cannot be cured by the original Decision-maker (as in cases of bias), the appeal may order a new hearing with a new Decision-maker.
- The results of a remand to a Decision-maker cannot be appealed.

In cases in which the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Extended Time and In Progress Extension (IX) Accommodations

In accordance with Section 504 of the Rehabilitation Act (Section 504) of 1973 and the Americans with Disabilities Act (ADA) of 1990 and as amended in 2008, the University of Phoenix (UOPX) offers qualified students with disabilities reasonable accommodations upon request. These accommodations are determined by the Accessibility and Disability Services Office (ADS) following a consultative, deliberative process between the student and their assigned disability services advisor (DSA).

Students with approved extended time for assignments are provided with reasonable additional time to complete their work, both for timed and untimed assignments. Students are encouraged to submit their work throughout the course to take advantage of formative feedback and assessment from the faculty to improve performance on future course assignments.

- The time allotted will be specified on the student's accommodation agreement, and in the notification that will be sent to faculty at the start of the course or upon approval of a student's accommodation, if accommodations are requested after the course has begun.
- Extended time for timed assignments will amount to either time and a half (1.5x) or double (2x) the time allowed for students to complete the assessment or assignment.
- Students with an approved ADA accommodation for extended time for individual assignments will be allotted four additional days per week to submit their work without penalty, including the final week of the course. The granting of extended time accommodations allows students to submit all work for the course up to 11:59 pm Arizona time on the fourth day after the end of the course.
- Extended time for assignments does not apply to discussion and learning team assignments. These assignments are collaborative in nature and are typically time dependent. Students who have concerns about the impact of their disability on discussion and learning team assignments should discuss these concerns with their DSA.

A student who needs additional time to complete course work may request an In Progress Extension (IX). An IX must be requested by 11:59 pm Arizona time through the fourth day after the course has ended. The student will request the IX from their assigned DSA and will receive five additional weeks to complete the course. The DSA will communicate the new deadline date to both the student and the faculty.

If a student requires additional time beyond the approved IX, the student may submit a request to the Disability Services Manager (DSM) with documentation of the disability-related need for additional time. The DSM will communicate a decision regarding the request to the student and the assigned DSA, who will inform the faculty. Students who disagree with the determination made by the DSM can file a grievance in accordance with the grievance policy.

Accessibility and Disability Services Office Contact Information

The Accessibility and Disability Services Office provides students with the opportunity to contact a Disability Services Advisor, via e-mail, 24 hours a day. For more information, please visit: <http://www.phoenix.edu/students/disability-services.html>. The department's mailing address and phone number is:

4035 S. Riverpoint Parkway
Phoenix, AZ 85040

Phone: 602.557.1157
Fax: 602.333.0737

Students needing assistance with accessibility questions or concerns can get more information at <http://www.phoenix.edu/accessibility.html>, or can contact accessibilitysupport@phoenix.edu.

The University's Vice President of Accessibility Strategy and Section 504 Coordinator, is Kelly Hermann, Section.504Coordinator@phoenix.edu.

Acceptable Computer Use for Faculty and Students

University computing and communication resources are for approved business and educational purposes consistent with University policies and procedures.

- Computing and communication resources include all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and for accessing and obtaining the University's services.

By using University computing and communication resources, all users, including students and faculty, assume personal responsibility for appropriate use, and agree to comply with this policy and all other applicable University policies, including, but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable local, state, and federal laws and regulations. Any user using the University's computing and communication resources in violation of these policy requirements, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and laws. In addition, all activity and information, including personal activity and information on University systems, may be monitored and recorded. Any individual accessing University computing and communication resources consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, members of the University of Phoenix Information Security (or other personnel designated by information security) will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:

- Comply with this policy and all applicable local, state, and federal laws and regulations.
- Not intentionally compromise the confidentiality, integrity, or availability of University computing and communication resources.
- Not attempt to circumvent the University's physical, technical, or administrative security measures.
- Abide by the provisions of the Student Code of Conduct (for students) or the provisions of the Faculty Code of Conduct (for faculty members).
- Be truthful and accurate in personal identification.
- Respect the rights and privacy of others.
- Maintain the security of their user resource accounts.
- Comply with the terms of use of any University or third-party service provider website(s).

Intellectual Property

Users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor.

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying, or use of audio files, images, graphics, computer software, data sets, bibliographic records, and other protected property is prohibited except as permitted by law.

Privacy & Security

The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure that access to sensitive data is restricted to those individuals who have authorized permission. The following sections describe how information security personnel may monitor computing and communication resources for violations of the Acceptable Use policy.

Monitoring

System and network activities of users are routinely logged and monitored. These activities include:

- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

In the case of a suspected violation of this policy, University officials may authorize information security personnel to conduct a more detailed investigation to gather evidence on the suspected violation.

Restriction of Access to Computing and Communication Resources

Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:

- If required by applicable local, state, or federal law, or University policy.
- If a reasonable suspicion exists that there has been or may be a violation of local, state or federal law or regulation, or University policy.
- If required to protect the confidentiality, integrity, or availability of computing and communication resources.

Conditions for Permitting Inspection, Monitoring, or Disclosure

The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:

- Required or permitted by local, state or federal law, including public records law, or by subpoena or court order.
- The University or its designated agent reasonably believes that a violation of local, state or federal law or University policy has occurred.
- Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

Confidentiality

Confidentiality of e-mail and other network transmissions cannot be completely assured. All users should exercise caution when sending personal, financial, confidential, or sensitive information by e-mail or across the Internet.

Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to or disclosure of private user information has occurred, the University will make reasonable efforts to inform the affected user, except when notification is impractical or when notification would be detrimental to an investigation of a violation of law or policy.

Reporting Violations and Enforcement

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to Resolution Services or University of Phoenix Information Security.

Resolution Services - Conduct Resolutions

4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602-557-5566

Email: ConductResolutions@phoenix.edu

University of Phoenix Information Security

4035 South Riverpoint Parkway
Phoenix, AZ 85040
FAX: (602) 557-6606

e-mail: infosecurity@phoenix.edu

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user's privileges or move or delete the allegedly offensive material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before a determination is made whether a violation occurred and what sanction(s), if any, are warranted. Cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) and/or to appropriate law enforcement authorities.

In addition to sanctions available under University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources.

The University may temporarily suspend any account, whether the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources or the University itself. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of information security personnel.

In the event of any inconsistency or conflict between this policy and any other University policy or terms or conditions faculty/students may be subject to, the University reserves the right to resolve such conflicts in its sole discretion.

Violation Examples

The list below contains examples of actions considered to be a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations or the applicability of any other law or policy to those facts.

- Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.
- Unauthorized, anonymous communication is prohibited. All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fundraising or advertising on behalf of non-University organizations.
- The unauthorized selling of University computing and communication resources.
- Unauthorized attempts to acquire and use the user ID or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional propagation of computer "worms" and "viruses," the sending of electronic chain mail, denial of service attacks, and inappropriate "broadcasting" of messages to large numbers of individuals or hosts.
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems, or networks, or otherwise violate this policy.
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one's level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems, or networks.
- Downloading Copyrighted material on University or personal resources connected to the University networks.

Pregnant and Parenting Students

Any member of the University of Phoenix (UOPX) community may report a violation of this policy to any supervisor, manager, or to the Title IX Coordinator. The Title IX Coordinator is responsible for overseeing complaints of discrimination involving pregnant and parenting students.

The Title IX Coordinator for University of Phoenix is:

Bridget Beville, JD
TitleIX@phoenix.edu
602.557.1823

Overview:

Under the U.S. Department of Education's (ED) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the ED, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

This generally means that pregnant students will be given an opportunity to make up missed work wherever possible. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests, participation, team assignments, and presentations), and incomplete grades that can be completed at a later date should all be employed.

Definitions:

Title IX Accommodation: Changes in the academic environment or typical operations that enable pregnant students or students with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of the University.

Title IX Extension: An up to five-week period after class ends that students can use to submit late work without penalty.

Pregnancy and Pregnancy-Related Conditions: Include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from these conditions.

Pregnant Student/Birth Parent: refers to the student who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

Supporting Documentation: Documentation from the student's physician or other qualified medical professional that includes the student's name, evidence of the pregnancy or pregnancy-related condition and the dates on which they occurred. Examples include, but are not limited to, hospital discharge paperwork, a signed letter from the doctor, medical appointment paperwork, ultrasound picture, temporary birth certificate.

Reasonable Title IX Accommodations for Students Affected by Pregnancy, Childbirth, or Related Conditions

- Faculty and staff will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.
- Students with pregnancy-related conditions are entitled to reasonable Title IX accommodations so that they will not be disadvantaged in their course of study and may seek assistance from the Title IX Office.
- Reasonable Title IX accommodations include, but are not limited to:
 - Extending deadlines and/or allowing the student to make up tests or assignments (including participation and team assignments) missed for pregnancy-related absences;
 - Excusing medically necessary absences (which must be granted irrespective of classroom attendance requirements.) Medically necessary absences require supporting documentation.
 - Students immediately receive in-class accommodations upon disclosure of a pregnancy or pregnancy-related condition. Any additional time granted after the course ends must be approved.

Title IX and ADA Accommodations

Occasionally students are entitled to both Title IX accommodations and reasonable accommodations on the basis of disability due to pregnancy complications and/or a co-existing permanent diagnosis. In these instances, the student will receive the benefit of both policies as appropriate. The Title IX and Disability Services Offices work together to ensure students are accommodated and faculty receive necessary guidance and support.

Faculty Responsibilities Upon Disclosure of a Pregnancy or Pregnancy-Related Conditions

Upon disclosure of a pregnancy or pregnancy-related condition, faculty must refer the student to the Title IX office and:

- Inform the student they are entitled to in-class accommodations.
 - It is not necessary to collect any supporting documentation from the student or wait for approval while the course is in progress. Reasonable Title IX accommodations apply upon disclosure and for the entire course.
 - In-class accommodations are retroactive. If the student discloses the last week of class, they can make up late work for the entire class. If late penalties have already been deducted for any assignment, those points must be returned.
 - Students may not re-submit work already completed for a better grade. They may only receive extensions on due dates for assignments that have not been submitted.
- Allow the student to submit late work without penalty for all assignments.
- Allow the student the opportunity to make up participation points and learning team assignments. Alternate assignments with equal point values are acceptable.
- Work with the student directly to develop a modified schedule for submitting work.

Students are allowed to submit outstanding course work up to four (4) days after the course end date. If all outstanding work is received by the four-day deadline, faculty must grade the work and post a final grade for the course.

In-Progress Extension (IX)

If a student needs additional time beyond the four-day extension to submit work, they may request an in-progress extension (IX) under Title IX. In-progress extensions are a specific type of incomplete grade and students and faculty are required to follow this policy in order to process an IX grade under Title IX.

Students may receive an additional five weeks to complete course-work if an IX grade is approved. If the IX is not approved, the student's current grade stands.

The Title IX Office determines whether supporting documentation is sufficient to approve an IX. Once supporting documentation is reviewed and deemed satisfactory, the Title IX Office will work with classroom operations to process the IX and notify the faculty to post the IX grade with the 5-week extension deadline date. Students are required to complete all work by that date and notify faculty when coursework has been submitted.

Modified Academic Responsibilities for Parenting Students

- Students with child caretaking/parenting responsibilities because of the birth of a child may request a Title IX accommodation period during the first six weeks from the time the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
 - Students whose spouse or partner gives birth may receive accommodations for up to six weeks after the birth of the child. Proof of birth is required for accommodations to be approved.
- During the modification period, the student's academic requirements will be adjusted, and deadlines postponed as appropriate, in collaboration among the Title IX Office, the student's academic counselor and course faculty.
- Students should work directly with course faculty to submit late work and must communicate to faculty when that work has been completed and ready to be graded.
- If for any reason students are not able to work with their course faculty to obtain appropriate modifications, students should notify the Title IX Office as soon as possible so they can help facilitate needed modifications.

Retaliation and Harassment

- University faculty and staff are prohibited from interfering with students' rights to take leave, seek Title IX accommodation, or otherwise exercise their rights under this policy.
- University faculty and staff are prohibited from retaliating against students for exercising their rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because students request leave or modification, file a complaint, or otherwise exercise their rights under this policy.
- Faculty who do not follow this policy and provide reasonable Title IX accommodation once a student discloses pregnancy or a pregnancy-related condition may be in violation of the Faculty Code of Conduct and disciplined accordingly.

Financial Aid Implications

Students receiving an accommodation pursuant to this policy must still maintain Satisfactory Academic Progress (SAP) and are responsible for repayment of financial aid funds received. Students should contact their Finance Advisor with any questions related to financial aid funds.

STUDENT CODE OF CONDUCT

A. Purpose

1. Students are accountable for their actions and are expected to conduct themselves ethically, honestly, and with integrity as responsible members of University of Phoenix (UOPX) community. This requires the demonstration of mutual respect and civility in all University-related activities and interactions. The Student Code of Conduct applies to all interactions whether conducted in-person, telephonically, via text, chat, email, social media, or through any other electronic platform, including any University learning management system.

2. As an internal administrative process, students are entitled to a fair and impartial review of any reported issue(s). Finding a student in violation of University policy and subject to sanctions must be supported by a preponderance of the evidence, meaning it is more likely than not that a violation occurred. When a student is unable to conform their behavior to these expectations as demonstrated by egregious or repeated violations, the student conduct process may determine that the student should no longer share in the privileges of participating in the educational community.

3. Assigned sanctions will take into consideration the context and seriousness of the violation. Sanctions are intended to provide students the opportunity to reflect on their choices, develop ethical decision-making, and bring their behavior into conformance with community expectations. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

B. Jurisdiction

Generally, University jurisdiction shall be limited to conduct that occurs on University property and/or at University-related events, online, or that adversely affects the University community and/or the pursuit of its objectives. The Director of Student Conduct, in consultation with the Vice President of Resolution Services, may also apply this policy to off-campus conduct and to actions online when the off-campus conduct, or online action affects a substantial University interest. The University has continuing jurisdiction over students who withdraw from the University while conduct proceedings regarding that student are still active or pending.

C. Definitions

Student: Any person currently admitted or registered or who participates in a University function, such as orientation, in anticipation of enrollment, or those individuals who were students at the time of an alleged violation as well as individuals on University premises or using any University system for any purpose related to admission or enrollment. Persons who are not officially enrolled but who have a continuing relationship as a student with the University are considered "students."

Intellectual Property: Property (such as an idea, invention, or process) that derives from the work of the mind or intellect.

Course Materials: Syllabus, discussion questions, worksheets, lectures or any other written or recorded material produced by the University or faculty.

Preponderance of Evidence: The standard or proof used to determine whether a student is responsible for a violation of the Code of Conduct.

Suspension: Suspension is separation of the student from the University for a specified period, after which the student is eligible to return. During suspension students are not allowed to attend any University class, University facility or University event. During the period of suspension, there is a hold on the student's University records which may prevent the student from obtaining transcripts, verifications, or a degree from the University.

Expulsion: Expulsion is permanent separation from the University and the termination of the student's status as a UOPX Student, and exclusion from all premises, privileges, and activities without the possibility of readmission.

Rescission of a Conferred Degree: Canceling and revoking a degree previously awarded by the University.

University Community: All individuals who have a relationship with or to the University (or had at the time of the incident), including but not limited to students, employees, faculty, contractors, consultants, suppliers, or other entities engaged by the University to provide services or goods when on University property or while acting in a capacity defined by their relationship to the University.

D. Prohibited Conduct

1. Academic Misconduct. The University requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept responsibility to ensure submission of academic work does not constitute academic misconduct as defined below.

Expectations of Students: It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions.

a. Plagiarism: The intentional or unintentional use of another's work, in whole or in part, without acknowledging the source and presenting that material as one's own academic work. This includes, but is not limited to:

- i. Reproduction and submission of another person's work, whether published or unpublished. This also includes using materials from third parties that sell or provide free of charge academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials.
- ii. Using another's ideas, written words, or intellectual property without properly acknowledging the source:

1. Quoting a source word-for-word without providing quotation marks and citations.
2. Submitting work that is substantially identical to another source in content and/or organization without appropriately citing the source.
3. Using other intellectual property in a work without appropriate citations, permissions, or rights (when applicable). Intellectual property includes but is not limited to images, presentations, videos, software programs, computer code, charts, figures, illustrations, and artistic or musical composition.

b. Cheating: Any attempt by a student to gain an unfair academic advantage by means other than their own knowledge. This includes, but is not limited to:

- i. Assisting another student to plagiarize, copy, or observe one's own work. This includes submission of work to third parties that sell or provide free of charge academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials.
- ii. Using the textbook, manuals, electronic devices, or other materials in a manner not authorized by faculty or the University.
- iii. Allowing another person, whether free of charge or for hire, to complete work on one's behalf, including any classroom post, assignment, quiz, test, exam, or similar evaluation, or doing the same in place of another person.
- iv. Providing or requesting assistance from another person in a manner not authorized in writing by faculty.

c. Fabrication or Falsification: Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results or relying on another source's results in any assignment without proper acknowledgement of that source. Fabrication includes citing sources that the student has not actually used or consulted.

d. Self-plagiarism, Double-Dipping, or Dovetailing: Submitting one's own academic work that is identical or substantially similar to one's own work previously submitted, unless specifically authorized by the course faculty or course curriculum.

e. Sale or Distribution of Course Materials: Delivering, uploading or distributing copyrighted course materials without the express permission of the copyright holder.

2. Behavioral Misconduct: The University requires that students adhere to the behavioral standards necessary to maintain a positive and productive learning environment. The following examples of prohibited misconduct are not exclusive or all-inclusive but are intended to provide examples of the types of behavior that may result in disciplinary action under the Student Code of Conduct.

- a. Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings or other University activities.
- b. Unprofessional conduct including threatening, bullying or verbal abuse of any member of the University community by any means (e.g., conduct, speech, written notes, learning management system [i.e., Blackboard] electronic mail, messaging, text, chat, etc.). This includes, but is not limited to, the use of threats, profanity, and demeaning or intimidating comments.
- c. Inflicting harm upon or reckless disregard for the health or safety of any person or taking any action for the purpose of inflicting harm upon any person.
- d. Engaging in discrimination or harassment as defined by the University's Equal Opportunity, Harassment and Non-Discrimination Policy.
- e. Retaliation, including but not limited to intimidation, threat, coercion, or any other type of discrimination or harassment because of an individual's complaint, report, or participation in a protected activity.
- f. Misuse of Access: Providing another person access to password or privacy protected University information, including but not limited to:
 - i. Sharing or providing logins or passwords allowing another access to student systems and information.

- ii. Sharing or providing verification information allowing another to pose as the student

- iii. Allowing or having unauthorized possession, duplication, sharing or use of means of access to any University building or property.

- g. Failure to comply with reasonable lawful requests or directives of University officials or agents, including security officers, acting in the good faith performance of their duties or interference with faculty or staff acting in the performance of their official duties.

- h. Carrying of weapons on University property or at University-sanctioned events, including firearms and any other item designed or used for inflicting bodily harm or physical damage. (This policy is not applicable to students who are law enforcement officers required, by law, to carry firearms at all times).

- i. Using, dealing in, or being under the influence of alcohol, illegal drugs, or other substances prohibited by local, state, or federal law (including cannabis) or use or possession of drug paraphernalia while occupying University property, at University-sanctioned events, or when meeting with campus personnel.

- j. Use of any tobacco or nicotine product, including electronic cigarettes or vaporizers while occupying University property, at University-sanctioned events, or when meeting with University staff or faculty.

- k. Acts of Dishonesty including but not limited to,

- i. Providing false or misleading information to any University official, faculty member or office.

- ii. Forgery, alteration, or misuse of any University document, record, or instrument of identification.

- iii. Aiding, abetting, or procuring another person to violate a University policy.

- l. Identity Theft

- i. Possessing or using another person's name, address, Social Security Number (SSN), bank or credit card account number, or other identifying information without that person's knowledge and consent.

- ii. Filing a false claim of identity theft with the University.

- m. Theft, unauthorized use or unauthorized possession of University property or services or property belonging to any member of the University community.

- n. Failure to use the University's computing and communication resources for approved educational purposes consistent with University policies and procedures.

- o. Any action that causes damage or which would tend to cause damage to University property or property of a member of the University community or other personal or public property.

- i. Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University property.

- p. Improper on Camera Behavior

- i. Failure to appear on camera dressed as if present in a physical classroom or office setting.

- ii. Failure to maintain an area free from disruption and/or distractions visible during camera communication.

- iii. Failure to behave, whether intentionally or unintentionally, in a professional manner.

- q. Making, sharing, or otherwise distributing any audio, video, photographic, or digital recording or image, which was taken without a person's prior knowledge or consent when the person being recorded would have a reasonable expectation of privacy, or where the recording is reasonably likely to cause injury or distress.
- r. Violation of published University policies, procedures, or standards.
- s. Inciting, aiding, or encouraging others to engage in a behavior which violates this Code.
- t. Committing or attempting to commit any act which would be a violation of federal, state, or local laws or regulations when such behavior is detrimental to the University community's interest.

E. Procedure for Processing Alleged Violations of the Student Code of Conduct

1. Investigation: Alleged violations will be investigated in a prompt, thorough, and impartial manner. Conduct Resolutions acts as the fact-finder and will explore information relevant to the allegation. Investigations involve obtaining available, relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses.

- a. During an investigation a student may be removed from class, campus-sanctioned events, or other University functions.
- b. A hold may be placed on the student's records at any point in the disciplinary process pending the resolution of all outstanding matters or to assure compliance with sanctions. This includes but is not limited to placing holds on future scheduling, degree conferral, receiving transcripts, or program updates.
- c. In exceptional circumstances, where the continued presence or participation of a student would present a serious threat to any other person or the University, it may be determined that an immediate suspension is warranted. A student who is immediately suspended will be withdrawn from any current course and may not attend any University class or event pending final resolution of the matter.

2. Notification: Following an investigation, if it is more likely than not that a violation has occurred, the student will be notified in writing of one of the following:

- a. Warning. A warning letter is notice to the student that a violation of the University Student Code of Conduct has occurred, and that continued or repeated violations of specified conduct may be cause for further disciplinary action. This letter is not appealable and no response from the student is requested or required.
- b. Charge. A charge letter is notice to the student that their alleged actions are in violation of the University's Student Code of Conduct and subject to the disciplinary process. These letters request a student response and are appealable.

3. Student Response: The student has ten (10) calendar days from the date of the Charge Letter to submit a written response to the University. The Response should include all relevant information and materials the student wishes the University to consider. The Response is also the student's opportunity to provide exculpatory evidence, and explain any extenuating circumstances relevant to the issue.

- a. If the student does not provide a written Response within ten (10) calendar days, the case will proceed without the student's input.

4. Decision

- a. Conduct Resolutions will apply a preponderance of the evidence standard to determine whether a violation occurred and determine what sanction(s), if any, are warranted.
- b. The decision and sanction(s) will be communicated in writing to the student.
- c. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased because of the alleged crime or offense, University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. Compliance of this disclosure does not constitute a violation of the Family Educational Rights and Privacy Act (FERPA).

5. Sanctions: If a violation is found, sanctions will be appropriate to the violation, taking into consideration the context and seriousness of the violation. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

- a. Students who are suspended or expelled from the University remain responsible for all tuition, fees, and charges associated with their attendance. Students sanctioned with expulsion have the right to appeal.

6. Appeals

- a. Appeals must be requested in writing to the University within ten (10) calendar days from the date on the decision letter. Appeals will only be accepted for review if the student can demonstrate one or more of the following:
 - i. New evidence which was unavailable to the student at the time of the initial response will substantially impact the original finding.
 - ii. University procedures were not followed.

If the student does not demonstrate either (i) or (ii), the appeal will be denied and the original decision is final.

- b. Appeals are heard by a Student Discipline Review Committee (SDRC). The SDRC is facilitated by an impartial administrator and is comprised of three (3) senior University representatives. The decision of the SDRC is final and will be communicated directly to the student.

University of Phoenix Professional Standards for Candidates in the College of Nursing

Candidates in the College of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients, clients, and agencies in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the College of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in the College of Nursing Programs before, during, and after clinical rotations, practicum, and/or preceptorships. The Professional Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of University of Phoenix, College of Nursing.

The College of Nursing adheres to the broader nursing community's ethical standards as well as additional professional standards put forth by the College of Nursing administration.

1. University of Phoenix Student Code of Conduct
Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.
2. American Nurses Association (ANA) Code of Ethics for Nurses
The College of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: <http://www.nursingworld.org/codeofethics>
3. Nurse Practice Act (by state)
Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state's nurse practice act. Candidates can locate this information here: <https://www.ncsbn.org/nurse-practice-act.htm>
4. ANA Principles for Social Networking and the Nurse
ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: <http://www.nursingworld.org/principles>
5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, practicum, and/or preceptorships.
6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.

7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.
8. The candidate refrains from disrupting the programs of the College of Nursing or its affiliates.
9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.
10. The candidate will adhere to College, School, Clinical, and Agency site policies and procedures.
11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct or Professional Standards.
12. Candidates in the College of Nursing will assume responsibility for their own health as well as their own behavior.

a. Transportation: Candidates in the College of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.

b. Personal Electronic Devices: Candidates in the College of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

A Candidate's ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff and campus management.

University of Phoenix Supplemental Standards for Candidates in College of Social and Behavioral Sciences Counseling and Human Services Programs

Candidates in College of Social and Behavioral Sciences programs leading to certification or licensure in Counseling and/or Human Services at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field placements, practicums, and/or internships as part of their academic program. As prospective human services workers or counselors, College of Social and Behavioral Sciences candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in College of Social and Behavioral Sciences Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements, practicums, and internships. The Supplemental Standards address a candidate's affective attributes and disposition to be a human services worker or counselor. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practica, and internships.
7. The candidate values human diversity and shows respect for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or counseling field.
10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of tests.
12. The candidate maintains a pattern of exceeding minimal requirements in courses, field placements, practica, and internships.

University of Phoenix Supplemental Standards for Candidates in College of Education Programs

Candidates in a College of Education program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more clinical experience placements (field placements) and a culminating clinical practice (student teaching practicum) as part of their academic program. As prospective educators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession in addition to the University's Student Code of Conduct.

The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

During the course of their program, including general education courses, candidates are expected to conduct themselves in accordance with the Student Code of Conduct, Professional Dispositions Rubric, and Supplemental Standards criteria. Faculty members will closely monitor a candidate's academic progress through a review of grades and dispositions. Should a student be reported for academic or behavioral issues under the Student Code of Conduct, they may also be referred to the College to undergo a Supplemental Standards review. The College may issue a referral with or without a corresponding Student Code of Conduct warning or charge.

Supplemental Standards

The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements and practicum. The Supplemental Standards address a candidate's affective attributes and disposition to be an educator. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process and believes that all students can learn.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements.
7. The candidate appreciates and values human diversity and shows respect and fairness for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the education field.
10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, and staff, as well as in preparation and submission of required course work, and the completion of tests.
12. The candidate maintains a pattern of exceeding minimal requirements in course and field placements.

University of Phoenix Supplemental Standards for Candidates in Administration and Supervision Programs

Candidates in a College of Education program leading to certification or licensure as school administrators at the University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. As prospective administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in Administration and Supervision Programs ("Administration Supplemental Standards") apply to these degree candidates throughout their academic program and internship. The Supplemental Standards address a candidate's affective attributes and dispositions to be an administrator. A corresponding Administrator Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Administration Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. These supplemental, dispositional standards are adopted from the Administrator Dispositions Index items based on the work of the Council for Chief State School Officers (2003) and the National Association of Secondary School Principals (2001).

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.
2. The administrator candidate values and is committed to life-long learning for self and others.
3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.
4. The administrator candidate is committed to establishing a safe and supportive learning environment.
5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.
6. The administrator candidate is committed to ethical principles in decision-making.
7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.
8. The administrator candidate believes in involving stakeholders in order to work toward common goals.
9. The administrator candidate values and is committed to timely communication to inform the community and public.
10. The administrator candidate recognizes and addresses the feelings, needs, and concerns of others.
11. The administrator candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.
12. The administrator candidate welcomes responses from others and actively works to form partnerships with parents.
13. The administrator candidate believes that risks must be taken to improve schools.
14. The administrator candidate believes and is committed to continual school improvement.
15. The administrator candidate is committed to motivating others to enhance professional and organizational growth.

Policy on Nursing Ethics and Professional Competence

The University of Phoenix Policy on Nursing Ethics and Professional Competence is defined as compliance with the following nursing guidelines:

University of Phoenix Professional Nursing Responsibilities. American Nurses Association Code for Nurses.

The policy sets forth expectations and regulations for professional and ethical conduct by students enrolled in College of Nursing programs. The policy states that all forms of unethical behavior or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal process to the College of Nursing.

Expectations for conduct and the standards are discussed in the beginning classes for College of Nursing programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University. The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

Students determined to be in violation of ethics standards may be sanctioned, which may include expulsion from the University.

STUDENT GRIEVANCES AND DISPUTE RESOLUTION

The University of Phoenix (UOPX) has established specific processes for students to submit grievances for violations or misapplication of a current policy, procedure, or established practice. Except as otherwise provided, students should first attempt to informally resolve their concerns with the department representative(s) involved or a supervisor as set forth in Step One below. If the issue cannot be resolved through informal means, the student may file a formal grievance in writing with Resolution Services for an impartial evaluation.

Grievances related to academic policies, including but not limited to, Grades, Grade Disputes and Corrections, Academically-Related Appeals, Student Code of Conduct, and Supplemental or Professional Standards, must first adhere to those procedures before filing a formal grievance with Resolution Services.

Issues related to student financial aid eligibility will be addressed as described in the Consumer Information Guide (CIG.) Resolution Services role is to ensure CIG policies are followed.

Grievances relating to financial aid processing and account balances should be reviewed by the appropriate University department representative and supervisor before being submitted to Resolution Services. When such a grievance is received by Resolution Services, an independent review of the student's financial aid file will take place.

Student grievances and appeals not addressed in policy can be submitted in writing to Resolution Services, who will determine the appropriate course of action. Resolution Services will maintain a record of formal grievances.

Any grievance alleging harassment or discrimination will be addressed under the University's Equal Opportunity, Harassment and Nondiscrimination Policy.

This policy is intended to address disputes between a student and the University and create a framework by which a student and the University can resolve disputes. The University strongly recommends using the resources identified in Steps One, Two and Three to resolve disputes. None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

Step One: Internal Resolution

Students should first attempt to resolve any dispute or issue by contacting the following individuals/departments, and using the process set forth in the corresponding section(s) of the Academic Catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the Academic Catalog to gain a more complete understanding of the processes associated with reporting and resolving disputes.

- Allegations of sex discrimination, sexual harassment, or other forms of discrimination: Title IX Coordinator, Resolution Services. See Equal Opportunity Harassment and Nondiscrimination Policy for applicable definitions and procedures.
- Student Code of Conduct Violations: Director of Student Conduct, Resolution Services. See Student Code of Conduct for applicable definitions and procedures.
- General Student Grievances: Director of Student Grievances, Resolution Services.

- Student Grievances relating to financial aid, account balances, or collections: Student Financial Services.
- Academic Policy: Student Appeals Center, Resolution Services.
- Grade Disputes: College Dean or designee. See Grade Dispute Policy

Step Two: Mediation

If a dispute is not resolved as a result of Step One, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association (AAA) for the purpose of having a neutral mediator appointed in accordance with AAA's mediation rules.

The mediator shall schedule the mediation as expeditiously as possible. All parties will have the opportunity to attend and participate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all mediations, any resulting resolution must be mutually agreed to by the parties, which shall constitute a final and binding resolution of the matter.

Step Three: Binding Arbitration

If a dispute is not resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

- The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association ("AAA"). Except as provided in this Agreement, the arbitration shall be held in accordance with the then current Consumer Arbitration Rules of the AAA ("AAA Rules"). The AAA Rules are available by navigating to the "Rules and Procedures" section of www.adr.org, or by requesting a hard copy from the University Legal Services, currently at 4035 S. Riverpoint Parkway, Phoenix, Arizona 85040.

- In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, and present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.
- Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.
- The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.
- The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties.

A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.

Complaints to the Bureau for Private Postsecondary Education

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Student Loans and Financial Aid

If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If you have received federal student financial aid funds, you are entitled to a refund of moneys not paid from federal student financial aid program funds. Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and

Responsibilities Statement, <http://www.direct.ed.gov/pubs/dlrights.pdf>, attached to the Master Promissory Note (MPN).

Student Address Changes

Students are **required** to immediately notify the University any time they change their current address. Students can provide this notification by updating their current address in the Contact Information section of their profile on the student website (<http://my.phoenix.edu>).

If you are a student enrolled in any of the following programs that prepare for licensure or certification, you will also need to contact your University Advisor if your current address changes to another state or jurisdiction:

Bachelor of Science in Education/Elementary Education (BSED/E)
Bachelor of Science in Education/Early Childhood Education (BSED/ECH)
Bachelor of Science in Liberal Studies (BSLS)
Master of Arts in Education/Elementary Teacher Education (MAED/TED-E)
Master of Arts in Education/Secondary Teacher Education (MAED/TED-S)
Master of Arts in Education/Special Education (MAED/SPE)
Master of Arts in Education/Administration and Supervision (MAED/ADM)
Alternative Pathway/Elementary Education (CERT/AP-E)
Alternative Pathway/Secondary Education (CERT/AP-S)
Alternative Pathway/Special Education (CERT/AP-SE)
Bachelor of Science in Nursing/LPN/LVN to BSN (P/VN/BSN)
Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP)
Master of Science in Nursing/Family Nurse Practitioner (California) (MSN/FNP-CA)
Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM)
Master of Science in Nursing Concentration in Nurse Education (MSN/NED)
Master of Science in Nursing Concentration in Informatics (MSN/INF)
Doctor of Nursing Practice (DNP)
Post Master's Certificate in Nurse Administration (CERT/NAD)
Post Master's Certificate in Nurse Education (CERT/NED)
Post Master's Certificate/Family Nurse Practitioner (FNP)
Bachelor of Science in Nursing (BSN)
Bachelor of Science in Nursing (Competency Based) (BSN-CB)
Bachelor of Science in Social Work (BSSW)
Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH)
Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT)
Master of Science in Counseling School Counseling (MSC/SC)

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ACADEMIC POLICIES

Academic Advisement

All students will have an Academic Counselor to support them in their educational journey from the start of their first class until after graduation. Academic Counselors work with students holistically on needs that exist both inside and outside of the classroom. Academic Counselors collaborate with students on the development of their individualized academic plans, assist with educational milestones, and maintain the commitment to earn a degree. Academic Counselors also educate students regarding the requirements of their academic program, ensure that students have the information they need to make informed decisions about their career goals, and provide coaching to support students in overcoming any obstacles that may arise on their path to graduation.

Additional services available on the student website include transfer credit summaries, official grades, program GPA, the ability to request transcripts, and access to a variety of career resources. All students are notified of their official transfer of credits at the time of official evaluation and may review their official transcript evaluation, which includes evaluation of course waivers for core courses in the student's degree program. Progress toward degree completion can be reviewed at any time on their student website.

Registration

Applicants to the University must enter into the most current program of study available in their state or jurisdiction and modality. Students must sign an Enrollment Agreement for the program of study which they intend to pursue. The student's Enrollment Agreement defines the student's curriculum and program requirements. The executed Enrollment Agreement will be effective for one year from the date signed. A signed Enrollment Agreement must be on file before students are allowed to start class.

A Social Security number (SSN) is required to be recorded on a student's education record if the student has or will receive US Federal Title IV funding, US Federal Veterans Affairs funding, and/or US educational tax credit/T-1098. Students who have not or will not be receiving these types of funding will need to complete the Social Security Number Override Verification form if the student prefers to have the SSN omitted from their education record. Should the University be made aware that US Federal Title IV funding, US Federal Veterans Affairs funding, and/or US educational tax credit/T-1098 has or will be disbursed to a student, the student's SSN will be added to their education record by the Registrar's Office. If this occurs, the student will be notified by the Registrar's Office that the SSN Override has been administratively rescinded.

Official Evaluation

The Office of Admission and Evaluation (or designees) reviews applicants' required admission documents to render an official evaluation decision.

A signed Enrollment Agreement must be on file prior to completing the official evaluation, and must be signed within 90 days of the Admission Application or Program Change Addendum. Upon completion of the evaluation, the student will be placed in the 'OF' Evaluation Status and will receive official communication of the decision.

Admission Statuses

University of Phoenix (UOPX) recognizes the following admission statuses for degree and credit-bearing certificate seeking students:

Applicant: (RR)

Applicants qualify for Applicant (RR) status after account creation while completing the application for admission. Students in RR admission status are being evaluated for admission to the University. Students on RR admission status may attend up to four UOPX courses upon signing the Enrollment Agreement and payment of the application fee (if applicable).

Orientation Pending: (OP)

Applicants to designated undergraduate programs requiring the University Orientation Workshop, who list less than 24 previous college credits as recognized by the University on the admissions application, will be placed in Orientation Pending (OP) admission status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admission status must satisfactorily complete the University Orientation Workshop.

Admitted with Condition: (AC)

Admitted with Condition (AC) status is applicable for a University sponsored risk-free period for designated programs. Applicants will be eligible for this status if they meet the following criteria:

- Have not previously been admitted as a regular student to the University
- Have not previously attended a credit-bearing course with the University

Students will be placed in AC status after all admission documents have been received, the admission file has been reviewed, and the minimum admission requirements for the chosen program have been met. As a condition of admission, students on AC status must meet class attendance requirements in the fourth week of their first course (or after) and have all transfer credits evaluated prior to being unconditionally admitted.

En-route Credential: (EC)

Students who are pursuing an en-route credential on the way to earning a higher-level degree program will be placed in En-route Credential (EC) admission status for the lower level program being earned en-route. A student's admissibility as a regular student will be enforced and maintained under the degree program associated with the student's Enrollment Agreement.

Admitted: (AM)

Applicants will be granted unconditional admission and placed in Admitted (AM) status after all admission documents have been received, the admission file has been reviewed, and all admission requirements and conditions for the chosen program have been met.

Deferred: (DF)

Applicants will be placed in Deferred (DF) admission status if documents or information required for admission (AM) are missing from the file. Applicants will remain on DF status until the required documentation or information is received. Applicants in DF status cannot attend class and will be administratively withdrawn from the University until the status is resolved.

Provisional: (PV)

Students in designated master's degree programs who meet all admission requirements except the minimum GPA requirement for their program may be admitted in Provisional (PV) status. Students admitted in PV status must achieve a GPA of 3.0 in their UOPX coursework by the end of the fourth completed program applicable course. Students with a GPA below 3.0 at the end of the fourth completed program-applicable course will be disqualified for admission (DA) and will remain in PV admission status. Concurrent enrollment is prohibited in this status.

Effective for Enrollment Agreements signed 7/1/2020 or later: Students admitted in PV status will not be placed on Academic Probation (AP) status within the first four program-applicable courses completed at the University. If students do not achieve a GPA of 3.0 by the end of their fourth course, when they return from Disqualified for Admission (DA) status they will also be placed on AP status.

The following criteria will apply to courses completed as part of the PV requirement:

- Non-credit-bearing coursework will not be counted.
- Students may repeat courses. Repeated courses, designated with a repeat (R) code on the transcript will count toward the four course PV requirement.

Applicant International Credentials: (RI)

Applicants will be placed in Applicant International Credentials (RI) status if the applicant is applying to UOPX using copies of international credentials. Applicants will not be granted unconditional admission using copies of international credentials until verification or an original international academic record is received. Students in RI admission status may attend up to four UOPX courses.

Non-Degree: (ND)

Applicants interested in taking coursework at the University, but not interested in pursuing a degree or credit-bearing certificate, may register as non-degree students and be placed in Non-Degree (ND) status.

Denied for Cause: (DC)

Applicants who have violated a University policy or procedure or who have committed some other act which, if he or she were already a student would pose a risk to the University or would subject him or her to sanctions for violating the Student Code of Conduct, will be placed in Denied for Cause (DC) status and will be administratively withdrawn from the University.

Denied: (DN)

Applicants will be placed in Denied Admission (DN) status and will be administratively withdrawn from the University if the minimum requirements for admission to a program are not met.

Admission Deadline Exceeded: (DE)

Students who are unable to attain AM status by the completion of their fourth course will be placed in Admission Deadline Exceeded (DE) status and administratively withdrawn from the University.

Re-entry Required (RE)

Students who were previously placed in one of the following admission statuses for a program, but who have not posted positive attendance in a course for the time designated by the Academic Program Re-entry policy, will be placed in Re-entry Required (RE) admission status: AM, PV, IV, OP, or AC. Students placed in RE status may return to their academic program if they meet the criteria outlined in the Academic Program Re-entry policy and their specific program policy.

Prior Learning Assessment

Prior Learning Assessment Eligibility Guidelines

University of Phoenix (UOPX) offers Prior Learning Assessment (PLA) as an option by which officially evaluated students can earn assessed credits toward degree completion requirements.

All prior learning must have academic equivalence to college-level learning to be awarded credit.

- All coursework, professional training, and experiential learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the post-secondary level as defined by the University's acceptable transfer activity policy.
- Credit is granted for demonstrated knowledge, not for experience alone. Learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

Students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential journals upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in experiential journals conforming to the writing standards required of all students enrolled at UOPX.

Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activities, the UOPX required course of study, or topics from other submissions for credit.

UOPX integrates best practices and frequently consults and reviews standards from industry leaders such as the Council for Adult Experiential Learning (CAEL) and the American Council on Education (ACE) when assessing prior learning.

UOPX recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University's PLA department.

Courses which have been transcribed for academic college-level credit by a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

UOPX or Apollo Education Group noncredit courses and certificates resulting in Continuing Education Units (CEUs), Professional Development Units (PDUs), or Contact Hours cannot be submitted to the University's internal PLA department for assessment.

PLA may apply toward both the lower division and upper division credit requirements of the University's undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student's residence. PLA may also apply toward graduate level requirements upon the assessment and review of the activity by the appropriate college in which the associated graduate-level program or courses reside.

Students may not rewrite an experiential journal more than once. Students may submit a completed experiential journal up to 90 days after a journal topic has been removed or modified from the Approved Journal Topic List.

The University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

Prior Learning Assessment Credit Assessment

Credit is awarded based on clock hours or academic content equivalence as determined by Prior Learning Assessment (PLA) evaluators, one of the University's colleges, or the Provost's Office. All applicable coursework and training determined to be post-secondary content using a clock-hour conversion will be evaluated for PLA credit using the following clock hour-to-credit ratio:

- 15 in-person classroom instruction clock hours = 1 semester credit
- 30 laboratory/clinical clock hours = 1 semester credit
- 30 self-paced study clock hours = 1 semester credit

If an item submitted for professional training review is determined by the PLA evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential journals will be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Journal Topics List.

With an approved journal, the student will be awarded the credit as indicated in the journal submission documentation. Incomplete or unsatisfactory journals will not be awarded credit. No partial credit will be awarded for journals.

Experiential journals will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

Assessed credits will appear on the student's University of Phoenix transcript after they are awarded.

Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered.

A student enrolled in an associate degree program may earn a maximum of 15 credits for experiential journals and a student enrolled in a bachelor's degree program may earn a maximum of 30 credits for experiential journals.

Corporate Agreement - Credit Recommendation Guide

The University creates corporate agreements with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations are created in the format of a Credit Recommendation Guide (CRG).

CRGs define transferability, applicability, and individual credit recommendations of corporations' professional training/seminars (assessed as comparable to college-level learning) to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs, as content may change over time.

Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in PLA Credit Assessment. A list of corporations with which University of Phoenix has established corporate agreements can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html.

Prior Learning Assessment Fees

There are no fees associated with the services rendered or awarding of credit through Prior Learning Assessment.

Standardized Credit Recommendations

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution's discretion.

Credit awards are applied toward UOPX Degrees. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Student Academic Standing

The University recognizes the following student academic statuses for degree and certificate seeking students:

Regular (RG)

student is compliant with applicable academic standing and progression program requirements.

Disqualified for Admission (DA)

results when provisionally-admitted students fail to achieve the minimum-required GPA at the end of the Provisional Admission (PV) period. The date of disqualification is determined by the course end date of the final course completed within the PV period. Students placed on DA status:

- will be administratively withdrawn from the University and are not eligible to reapply until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have completed the disqualification period.
- upon returning are required to retake or replace the program applicable course(s) that have the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Academic Disqualification (AD)

results when students on Academic Probation (AP) fail to achieve the minimum-required GPA at the end of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the AP sequence. The University will note the date a student is placed on and removed from AD on the permanent transcript

Students placed on AD status:

- will be administratively withdrawn from the University and are not eligible to return until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.

- upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)

results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the program GPA based on attempted credits. The University will note the date a student is placed on and removed from SD on the permanent transcript.

Students placed in SD status:

- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by University policy.
- may not transfer to another program (including concentration, emphasis, specialization, or major) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

results when a student is suspended for a designated period or indefinitely from the University. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed in SS status will not be allowed to continue in their program or transfer to another program (including concentration, emphasis, specialization, or major) until the designated period for the suspension has ended and/or the student's status has been updated.

Expulsion (EX)

results when a student is administratively withdrawn from the University and not permitted to return under any circumstance. The date of expulsion is noted on the official transcript.

Program Academic Standing

The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG) - Student is in compliance with applicable academic standing and progression program requirements.

Academic Probation (AP) - Students will be placed on AP status when their program grade point average (GPA) falls below the minimum GPA required in their program. Students on AP status are restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence. Concurrent enrollment is prohibited in this status.

Scholastic Probation (SP) - Students in competency-based education (CBE) programs will be placed on Scholastic Probation (SP) program academic status if a NM grade is earned in a course. If a student repeats a course due to receiving a NM grade and receives a grade of NM on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the program. Students who have been placed on SP status:

- must retake the course to be repeated at the earliest available scheduling opportunity.

Note: The earliest available scheduling opportunity is the soonest feasible opportunity for the student to take the repeat course, without requiring the student to drop a course in which attendance has been met. Retake course scheduling opportunities are ranked in preferred order below:

- If the student is going to earn a NM grade because they have failed the final attempt at a competency during the course (i.e. before the course end date), the repeat course should be scheduled in place of a course in the next scheduled block, before the start date for that block of courses.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, and the student has not yet posted attendance in all of the courses in that block, the retake should be scheduled in place of another course in that block in which the student has not yet posted attendance.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, the student may add the retake to the current scheduled block of courses, if adding it will not result in more than four concurrent courses on the schedule.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, the student has posted attendance in all of the courses in that block, and it is either not permissible (due to the number of courses on the schedule) or not conducive to academic success to add the course to the current scheduled block of courses, the student can defer the retake until the next scheduled block of courses.
- may not transfer to another program or major without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Additional SP status requirements apply for students in the BSN-CB program; those requirements are documented in the BSN-CB program policy.

Students enrolling into an associate or bachelor's degree program (excluding nursing programs) who do not have positive recorded attendance in a UOPX course prior to 7/1/2019, and who have not completed more than three previous cumulative GPA (CGPA) applicable UOPX courses that started on or after 7/1/2019, will not be placed on AP within the first four CGPA applicable courses completed at the University. Upon completion of the fourth course, students who are below their minimum required program GPA will be placed on AP status and restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program.

UOPX courses completed with W, W/F, P, AU, QC, NC, or WC grades will not count towards the four course AP sequence.

Courses for which Academic Forgiveness has been used will count toward the four course AP sequence.

Students must fulfil the requirements of each status on their record (i.e., admission, program academic, and student academic), regardless of what combination of statuses have been applied (e.g., a student may be on PV admission status and AP program academic status concurrently and must fulfil the requirements of each status.)

Students who add or change their program or version will have their Program Academic status evaluated at the time of official evaluation into the new program or version based on the applicability of previously completed UOPX coursework.

Course Status

The University recognizes the following course statuses:

AW (Administrative Withdrawal)

Student has been withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

AU (Audit)

Student has received appropriate approvals to observe the course and will not receive a letter grade.

CO (Completed)

Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade. For competency-based education (CBE) courses, the student has met the attendance requirement and has received a MA, ME, or NM grade.

DR (Dropped)

Student was in a SC or EN course status and has requested to be removed from the course. The student has not met the minimum attendance requirements in the course. Students enrolled in a CBE program may drop courses for which attendance requirements have been met if they are requesting to drop all of their concurrently enrolled courses.

EN (Enrolled)

Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements. For CBE students, the student has met the course attendance requirement, and continues to meet the academic engagement requirement.

OB (Obsolete)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

SC (Scheduled)

Student has been scheduled for a course and no class attendance has been posted.

TA (Insufficient Attendance)

Student has been automatically removed from the course due to not meeting minimum class attendance requirements and/or the CBE academic engagement requirement.

WI (Withdrawn for Admissions)

Student has not been officially evaluated or student has been removed from Admitted (AM) status after completing five courses.

WO (Waived with Credit)

The Office of Admissions and Evaluation or the Registrar's Office has processed a waiver.

WP (Withdrawn for Prerequisite)

Student has failed to meet the course or program prerequisite requirement.

WV (Exemption)

Course has been waived without credit.

Candidacy Statuses

Level 1 Candidate Status: Level 1 candidate status is determined at the time of admission and is based on the admission requirements for the desired program. Not all programs have a candidate status requirement.

- 1S: Level 1 Candidate Status Satisfied: Applicant has met admission requirements and has been admitted.
- 1N: Level 1 Candidate Status Not Satisfied: Applicant has not met admission requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 candidate status. Applicants in a 1N candidate status are restricted from taking courses and are administratively withdrawn from the University until admission requirements are met.

Level 2 Candidate Status: Level 2 candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.

- 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate with a status of 2N will be administratively withdrawn from the University and restricted from attending any future courses until the requirements are met.

Enrollment Status

The University recognizes the following enrollment statuses:

Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for their program is at least 6 credits for an academic year, the student is meeting course attendance and-for Competency Based Education (CBE) programs--academic engagement requirements, and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.

Enrollment Status	Code	Definition
Active Less Than Half Time	L	The student's required academic workload for their program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is meeting course attendance and (for CBE programs) academic engagement requirements and student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and IX grades are excluded from the 14 day out of attendance calculation.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official, or administrative.
Academic Complete	C	Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University Registrar's Office officially conferred the degree.
Graduated	G	The student has completed all program requirements and degree is conferred.
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in their program.

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the most recent activity.

Student Falsification of Information

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

Exceptions to Academic Policy - Student Appeals Center

Requests for exceptions to academic policy must be submitted in writing to the Student Appeals Center (SAC). Exceptions may be granted based upon academic rationale and the student's individual circumstances. Students must provide the reason(s) why an exception should be granted, refer to each specific policy being appealed, and provide all relevant supporting documentation. The SAC determines the eligibility of the request and whether it will go forward.

If a student's initial SAC appeal is denied, that decision may be reviewed by a SAC 2nd Level Committee if the student provides new information not previously considered.

SAC decisions are ineligible for appeal through any other entity within University of Phoenix (UOPX).

Grading Procedures

Course grades can be viewed on the student website (<http://my.phoenix.edu>) on the Academic Plan tab. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Official Transcript under the Quick Links listing. Faculty members are required to post final grades within seven days of completion of the course. The University has established the following grading guidelines to be complied with by all faculty.

Grade Definitions

Student grades represent the work and knowledge level attained within the regularly scheduled course dates. Only the faculty member assigned to teach a specific course is authorized to issue grades to the students in the course. Final grades may only be changed by the faculty member after the grades have been submitted if an approved formal grade dispute is on file or if the faculty member determines the original grade was improperly calculated.

Effective 9/1/2007, the University of Phoenix (UOPX) has established the following grading guidelines with which all faculty must comply:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.67
A-	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .67
B-	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		

Competency-Based Education (CBE) Grades:

Grade	Quality Points
MA	= 4.00
ME	= 3.00
NM	= .00

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete

IP = In Progress

IX = In Progress extension

W = Withdrawal

W/F = Withdrawal failing

P = Passing

AU = Audit

QC = No grade awarded

NC = No credit

WC = Waived with credit

The minimum passing grade for a University course is D-; however, some University programs and courses require higher minimum grades. Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points, as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high levels of originality and creativity.

B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.

C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.

D = Minimally acceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.

F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

I = INCOMPLETE. Student is granted extension to complete assignments. A student who receives an Incomplete is given up to five weeks, at the discretion of the faculty, beginning five days after the scheduled course completion date, to complete the course requirements and receive a grade.

Each assignment submitted during the Incomplete extension period will receive a 20% deduction, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an Incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an Incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of deducting 20% per assignment submitted during the Incomplete extension period shall be waived for deployed students.

IP = IN PROGRESS. An IP grade may be awarded in the following instances:

- IP grade can only be awarded in qualified courses by the instructor. The IP grade allows the student additional time to complete requirements. IP grades will default to a QC or an F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe. Faculty are not required to subtract one letter grade for IP grade awards.

IX = IN PROGRESS EXTENSION. An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who are approved for reasonable accommodations under the Americans with Disabilities Act (ADA) or Title IX.
- For ADA: A new IX course completion date for ADA accommodations must be determined by the Disability Services Advisor. The Registrar's Office will work with the Disability Services Advisor to determine the IX course completion date for ADA accommodations.

- For Title IX: A new IX course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Coordinator to determine the IX course completion date for Title IX accommodations.
- Students who are approved for reasonable accommodations will not have their grades penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.

QC = No grade awarded. A QC is awarded in the following instances:

- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

W = WITHDRAWAL Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the University. A "W" grade will be issued in the following scenarios:

- The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.

WF = WITHDRAWAL/FAILING Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one week of a course and reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

UOPX required course, waived with credit.

CBE Grade Definitions:

MA = MASTERED. A grade of MA is given for performance of demonstrated competency that exceeds course expectations as defined for course competencies. A grade of MA is equivalent to an A in traditional grading formats. Students must achieve a grade of MA for all required competency assessments to be issued a grade of MA for a course and be awarded credits.

ME = MET. A grade of ME is given for performance of demonstrated competency that meets course expectations as defined for course competencies. A grade of ME is equivalent to a B in traditional grading formats. Students must achieve a minimum grade of ME on all competency assessments to be issued a grade of ME for the course and be awarded credits.

NM = NOT MET. A grade of NM is given for performance that does not demonstrate the minimum competency level expectations for a course. A grade of NM is issued when all attempts at any one competency have been exhausted without a passing grade, or students do not achieve a grade of ME - or higher - for all competencies in a course by the end course date.

W = WITHDRAWAL. Student has recorded positive class attendance, and withdrew from the course due to any of the following scenarios:

- Student failed to meet the academic engagement requirement for their program (exceeded 14 consecutive days without an academically-related activity in any CBE course in their program)
- Student has been administratively withdrawn from the University and/or program during the course.

I = INCOMPLETE. Student granted extension to complete assignments. A student who receives an incomplete is given five (5) weeks, from the scheduled course completion date to complete the course requirements and receive a grade. An incomplete may be requested as of the start of week 15, up through the Friday before the course end date, provided that the student is meeting the following criteria:

- Has met the course attendance requirement and is meeting the academic engagement requirement.
- Has successfully completed and received a grade of ME - or higher - on the majority (e.g., two out of three assessments) of the required competency assessments in a course.

To ensure optimal focus on completing assessments, students are not permitted to pursue more than five courses concurrently, whether those are courses with I grade extensions or courses the student is currently enrolled in. Students who receive approval for more than one I grade in their current block of courses will be required to drop the requisite number of courses from their next scheduled start date to ensure that they are not pursuing more than five courses concurrently (e.g., a student approved for two I grades, who has four courses scheduled in their next block, will be required to drop at least one of those four courses).

Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension.

IX = IN PROGRESS EXTENSION. An IX grade may be awarded in the following instances:

This grade is only awarded to eligible students who are approved for reasonable accommodations under American Disabilities Act (ADA) or Title IX. An IX may be granted provided that the student is meeting the following criteria:

For ADA: A new IX course completion date for ADA accommodations must be determined by the Disability Services Advisor. The Registrar's Office will work with the Disability Services Advisor to determine the IX course completion date for ADA accommodations.

For Title IX: A new IX course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Coordinator to determine the IX course completion date for Title IX accommodations.

Students who are approved for reasonable accommodations will not be penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX.

IX grade will default to a NM when the course exceeds its expiration date and no grade has been submitted.

The faculty evaluator issues grades for CBE competencies and courses. Only grades earned for a CBE course are listed on student transcripts. Grades for individual CBE competency assessments are not listed. Students have a maximum of 16 weeks to complete all competency assessments within a CBE course.

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree or certificate program. Program GPA is the sum of the student's UOPX program-specific quality points divided by the sum of the student's UOPX program attempted credits.

UOPX cumulative GPA is a calculation of all completed UOPX courses. Cumulative GPA is the sum of the student's UOPX quality points divided by the sum of all the student's UOPX attempted credits.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.67
A-	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .67
B-	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		

Program applicable coursework that may not apply toward the program in terms of credit but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the program GPA.

Students wanting to improve their GPA may repeat a previously completed course, or complete an equivalent. The initial course will be removed from the GPA calculations, and the most recent course will be applied and calculated regardless of the grade earned. Additionally, the credits earned for the initial course will no longer apply to the student's record. Academic Standing and Scholastic Disqualification policies will need to be referenced within each program for additional guidelines or limitations.

Academic Forgiveness

- University of Phoenix (UOPX) provides the following academic forgiveness options for students.
 - Course Repeat:** Students wanting to improve their GPA may repeat a previously completed course or complete an equivalent. The initial course will be removed from the GPA calculation, and the most recent course will be applied and calculated regardless of the grade earned. Additionally, the credits earned for the initial course will no longer apply to the student's record. Refer to Academic Standing and Scholastic Disqualification policies within each program for additional guidelines or limitations.
 - Academic Reprieve:** To allow for a student's program GPA to recover from lower grades earned due to extenuating life circumstances, students enrolled in an undergraduate degree program, who have completed at least four GPA-applicable UOPX courses, may request to have two course grades removed from calculating into their program GPA for the duration of their undergraduate studies at UOPX. Students enrolled in a graduate degree program, who have completed at least four GPA-applicable UOPX courses, and who are not on Provisional Admission (PV) status, may request to have one course removed from calculating into their program GPA for the duration of their graduate studies at UOPX. Doctoral and certificate programs are not eligible for Academic Reprieve.
 - Courses removed from the program GPA through Academic Reprieve will continue to apply to the cumulative GPA.
 - Required course of study courses in which students earned a non-passing grade, and any course that earns a non-passing grade as a result of a student code of conduct sanction, are not eligible for Academic Reprieve. Additionally, courses that have a minimum grade requirement are not eligible for Academic Reprieve; this may include capstone, practicum, clinical, internship, field placement, and student teaching courses.
 - Students who request Academic Reprieve for a course that received a passing grade will continue to receive credit for the course after the grade has been removed from the program GPA calculation.

- Students using Academic Reprieve for a general education or elective course that received a non-passing grade will have the grade removed from their program GPA, but will be required to satisfy the applicable requirement through another UOPX course or an acceptable transfer activity.
- All courses and their associated grades, for which grades are removed from the program GPA calculation as part of the University's Academic Forgiveness policy, will continue to appear on the student's official transcript.
- Students are not eligible to apply Academic Reprieve to a program after the degree has been conferred.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at <http://my.phoenix.edu>. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Official transcripts can be released, for a \$15 fee, when a student is in compliance with their payment option. If there is a financial hold on a student's record and they meet one of the scenarios below, they can contact the Admissions and Records Service Center at 800.866.3919 to determine if they meet the criteria for a transcript release exception:

- Student has graduated from a previous University of Phoenix program on record and previously satisfied their financial obligations for that program
- Student has filed for bankruptcy and has provided University of Phoenix with a copy of the bankruptcy petition filed in the courts
- Student is a current California resident

Students can order their official transcript on their student portal or on the National Student Clearinghouse site at <https://www.studentclearinghouse.org/students/>. Students near Phoenix, Arizona can pre-order and pick up (by appointment only) their transcript with a photo ID by calling the Admissions and Records Service Center at 800.866.3919 during regular business hours (8:00AM - 5:00PM, MST).

The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, disc or electronic imaging system.

Record Retention

The University maintains students' transcripts, transcript keys and transfer credit information permanently pursuant to its records retention policies. For information on retention periods for other types of student records, please contact the Registrar's Office.

Grade Disputes and Corrections

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or the faculty member determines the original grade was improperly calculated.
- Requests or disputes related to grades must be resolved by the faculty member in accordance with academic policies. The faculty member's decision is final, unless the dispute alleges discrimination or harassment.
 - Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
 - Disputes challenging a grade that also allege discrimination or harassment by the faculty member are addressed according to the Equal Opportunity, Harassment, and Nondiscrimination policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the relevant director of academic affairs, or designee, who may mediate a resolution between the student and faculty member. The decision regarding whether to change the grade rests solely with the faculty member when adhering to academic policies.
- Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.
- Decisions for grade disputes must be rendered prior to credential conferral.

Add or Change Program or Modality

Students changing their program or adding an additional program must enter into the most current program available in their state or jurisdiction.

Students making a permanent change from one modality to another (e.g., online to local campus, or local campus to online) are required to sign a new Enrollment Agreement specific to the new modality.

The following policies apply to students enrolled in a competency-based education (CBE) program who opt to change into a non-CBE program.

- Students cannot change programs while active in a CBE course.
- Students enrolled in a CBE program are not eligible to dual-enroll in any other program.

Students may not change to a CBE program from any other program (including another CBE program).

Credential Conferral

The Registrar's Office will confer a student's degree or certificate upon the completion of all academic program requirements. Following credential conferral, the University will issue one physical diploma or certificate to the student, and one digital copy of the diploma or certificate (which can be authenticated on the University's website), with the approved name, address, and email address indicated by the student on their student website. If a diploma name is not provided on the student website, the certificate or diploma will be issued with the official name recorded in the student information system.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied. Degree and certificate conferral dates cannot precede the date the program was approved and became available in the student's state or jurisdiction.

Once a credential has been conferred, modifications cannot be made to a student's official academic record (e.g., students taking coursework to improve their program GPA).

Degree Posting

Degrees are conferred and posted to students' academic record with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit bearing and non-credit bearing requirements have been met, and all credit has been posted to the academic record. The student's individual program completion date is recorded on the academic record and transcript, indicating that the final academic requirements for the degree were completed on that date.

Diplomas are printed bearing the last day of the month in which all degree requirements were completed for all students who have completed the degree requirements.

Students who are not eligible for degree conferral are notified by their Academic Representative of their degree deficiencies.

Rescinding Academic Credentials

Situations may arise where it becomes necessary for University of Phoenix (UOPX) to rescind a previously conferred academic credential (degree or certificate).

UOPX reserves the right to rescind academic credentials under the authority and direction of the University Provost and Registrar.

An academic credential may be rescinded if it is discovered that a student had not fulfilled all of the credit-bearing and/or non-credit-bearing requirements. Other scenarios in which a credential may be rescinded include, but are not limited to, student, faculty, and administrator errors; student code of conduct violations; plagiarism; dishonesty; fraud; misrepresentation; or misconduct by students staff, faculty and administrators.

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

The University may present posthumous degrees for deceased students who were enrolled, posted positive attendance in a University degree program, were in good academic standing, and had not been administratively withdrawn in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student, or to the executor of the estate with official written authorization.

Graduation with Honors

Bachelor's degree students who complete their degree program with a program GPA of 3.85 or higher will graduate with honors. The "Graduated with Honors" designation will appear on the University diploma and permanent transcript.

Participation in Commencement Ceremony

Commencement ceremonies are held at several locations across the country.

Degree seeking students who meet the eligibility requirements may participate in any University of Phoenix (UOPX) commencement ceremony. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website.

Students who have met all of the requirements and completed a degree program with (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet the requirements as outlined below.

- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University
- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
 - Associate: - Successful completion of all but 6 credits
 - Bachelor's and master's: - Successful completion of all but 9 credits
 - Doctoral: - Successful completion of all credit and non-credit bearing degree requirements, including an approved dissertation or applied project, and signature page signed by the Dean.

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted.

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed an academic credential. Academic standards must be met in order for an academic credential to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

All bachelor's degree students who have met the University Honors requirements, by the commencement ceremony date, and have met all other eligibility criteria, will be recognized at commencement ceremonies with the University honor cord. Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the "Graduated with Honors" designation on the University diploma and permanent transcript. Academic standards must be met in order for a "Graduated with Honors" degree to be awarded. Students may fail to meet the University Honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Program Completion Deadlines

The following program completion deadlines outline the timeframes allotted to students to complete all requirements for their selected program version

Program	Years for Completion
Certificate	within 5 years
Associate of Arts	within 5 years
Associate of Arts (Credit Recognition)	within 2 years
Bachelors	within 8 years
Masters	within 5 years
Doctoral except for PHD/IO & EdS	within 8 years
PHD/IO	within 9 years
EdS	within 3 years

Students who are enrolled in more than one program at a time, wherein all of the courses required for one of the programs are scheduled and completed under the other program (e.g., all of the courses for a certificate program on the student's record are scheduled and completed under a bachelor's degree program on the record), will only have a program completion deadline for the program that the courses are scheduled under, and will be held to that deadline for both programs.

Program completion deadlines are calculated based on the course start date for the first credit-bearing course in which a student is scheduled and posts positive recorded class attendance after their enrollment agreement sign date for their program.

Students who are actively attending their final program-applicable course (i.e., meeting attendance requirements for the course) at the time their program completion deadline expires and complete all program requirements during the final course, will still be considered to have completed their program within the completion deadline.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student's program completion deadline.

Students who change their program and/or version will have a new program completion deadline calculated based on the course start date for the first credit-bearing course in which they were scheduled and post positive recorded attendance under their new program and/or version after the student signature date on the most recent enrollment agreement on file.

- Students who post positive class attendance, change their program, and then revert back to their prior program version, will be held to their original program completion deadline for that program version.

Disclaimer on Job Placement

The purpose of degree and certificate programs offered by the University of Phoenix is to educationally-prepare the student for gainful employment in recognized occupations related to the field of study by providing a quality education that integrates theory with practical application. The University offers other educational products that are developed to help a student develop skills or learn other content that can help the student in their current occupation or assist in extending the nature and range of careers available. Also, the University makes available career services, including information about possible salaries and projected job growth, that can help the student investigate and prepare for the employment marketplace. However, the employment outcome for an individual will vary based on multiple factors, including, but not limited to, prior work experience, geographic location, and other factors specific to the individual. Accordingly, University of Phoenix cannot and does not guarantee job placement, career advancement, continued employment, or salary level.

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered non-degree students and will be enrolled under the Non-Degree (ND) admission status. Non-degree students are subject to all institutional policies, except those that indicate that they are specific to degree-seeking or certificate-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency. Non-Degree courses are divided into the following categories:

- General education or elective for-credit courses that are not currently part of a required course of study for a degree or certificate program.
- Courses that are part of a required course of study for a degree or certificate program.
- For-credit courses that are part of an extension offering for a college or non-credit-bearing courses that are part of a Continuing Education offering.

- Students may not have any Continuing Education for Educators (COLEXT-ED) coursework apply to any program requirements (including general education, interdisciplinary, elective, or required course of study requirements) unless that coursework was completed prior to the Enrollment Agreement sign date for a degree or certificate program.

Enrollment of international students into non-degree courses in any of the three categories will only be made as permitted by US law. University of Phoenix (UOPX) will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For the purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

UOPX does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, non-degree students must meet the following academic preparedness requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results, or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement.
- Students who reside in the US must meet one of the following requirements:
 - Be a legal resident of the US
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Students must list TPS as the visa type on the enrollment paperwork.
 - Have been granted asylum or refugee status
 - Have a valid F1 Visa

- Students who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- Must meet state immunization and Health Insurance Requirements
- Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). If the prerequisites were satisfied with UOPX coursework a transcript would not be required. To satisfy a prerequisite the course must meet the following criteria:
 - have been completed at a college or university with approved institutional accreditation, or is a candidate for accreditation.
 - have been completed with a grade of "C" or better, or comparable passing benchmark
 - be comparable in content and must be an equivalent level or higher level course
- Must not have been expelled from UOPX or other institutions.

Non-degree students who wish to complete graduate level courses that are part of the required course of study for a degree or certificate program must provide proof of completion of an undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students may complete an unlimited number courses; however, non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program. Non-degree students who are admitted into a degree program will need to meet the following credit residency requirements:

- 18 credits toward a graduate degree required course of study completed after admission into the degree program.
- 30 credits toward an undergraduate degree required course of study completed after admission into the degree program.

Except for courses in the College of Nursing, non-degree students will not be held to minimum grade requirements applicable to students in a certificate or degree program. They will receive credit for a course as long as they do not receive a failing grade. However, if they later choose to enroll in a certificate or degree program with the University, those students would be held to the higher minimum grade requirements for those courses in order to receive credit for them in the program.

Some for-credit courses have additional academic preparedness requirements for non-degree students.

Additional academic preparedness requirements by course:

College of Business and Information Technology: Concurrent Enrollment Program Courses

Students enrolled in an approved BSM Pathway Agreement Institution Concurrent Enrollment Program (CEP) or BSIT Pathway Agreement Institution CEP may be scheduled for non-degree courses as outlined on the BSM Pathway Agreement Transfer Pathway Guides or the BSIT Pathway Agreement Transfer Pathway Guides.

College of Health Professions Individual Concurrent Enrollment Program Courses

Students enrolled in an approved BSHM Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the BSHM Pathway Agreement Transfer Pathway Guides.

College of Social and Behavioral Sciences Individual Counseling Non-Degree Courses

- Non-degree students with a graduate degree in counseling or related field (e.g. Psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.
- Non-degree students who are not alumni of a UOPX counseling program are not eligible to complete Internship and practicum coursework and no appeals will be accepted.

College of Nursing Individual Nursing Non-Degree Courses

Students enrolled in an approved RN-BSN Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Pathway Agreement Transfer Pathway Guides.

RN-BSN Pathway Agreement CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn. RN-BSN Pathway Agreement CEP students who have been scholastically disqualified will not be allowed to continue until they have taken the following steps: (E6)

- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the Academic Progression Student Agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

In addition to any course prerequisites required for non-degree students enrolling in nursing courses, students must provide documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:

- Guam
- American Samoa
- Northern Mariana Islands
- US Virgin Islands
- Puerto Rico

Non-degree students enrolling in master's level nursing courses must provide documentation of an undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students enrolling in doctoral level nursing courses must provide documentation of a master's degree or higher in nursing (MSN or MN) from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

College of Doctoral Studies Individual Doctoral Non-Degree Courses

Non-degree students enrolling in doctoral courses must provide proof of completion of a graduate degree from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an internship and the supervised student teaching component and teaching performance assessments.
- The California Early Completion Option consists of credit-bearing, non-degree coursework. Candidates are not completing a University of Phoenix (UOPX) certificate or degree.
- The California Early Completion Option requires:
 - Completion of the following coursework (120 pre-service hours):

MAED/TED 07CA

Multiple Subject: MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA

Single Subject: MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA

MAED/TED 08 CA and MAED/TED 9CA

Multiple Subject: MTE 511; ELM 533; ELL 500; MTE 512; RDG 556; ELM 532

Single Subject: MTE 511; SEC 533; ELL 500; MTE 512; RDG 558; SEC 532

- Upon successful completion of required Early Completion Option (ECO) coursework and completion of additional requirements as outlined in the ECO checklist, students are eligible to apply for the intern credential.
- Early Completion Option students enrolled in this option must validate a full-time student teaching experience (minimum 15 weeks) as the teacher of record.
 - Students must successfully complete 15 weeks of supervised student teaching experience. Candidates will be assigned a faculty supervisor by the University throughout the program and their student teaching experience.
 - Students will be assigned a mentor at the school site for the duration of their district contract.
 - Students must earn a B or better in each of the student teaching seminars. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in each of the student teaching seminars will not earn quality points, as the grade is considered a failing grade.
 - Students have only one opportunity to successfully complete the student teaching experience.
- Early Completion Option students who have completed coursework but have not met their Institutional Recommendation (IR) requirements within the contracted school year, may not be eligible to maintain their internship credential.
- Early Completion Option students must pass the Teacher Performance Assessment (edTPA) on their first attempt and within one year of being issued the intern credential. Students who do not pass the edTPA on their first attempt must transition to the CA internship option in the MAED/TED CA programs.

Late Assignments

Individual course assignments will be accepted up to four days after the assignment due date, with a maximum 10% deduction for lateness. This includes final week individual assignments, which may be submitted up to four days after the course end date. Course participation requirements must be met within the designated course week.

Competency-based education (CBE) competency assessments will be accepted up to two days after the course end date without a deduction.

Academic Recognition

University of Phoenix (UOPX) recognizes exceptional academic performance by students in a degree program on a semi-annual basis through placement on the Dean's List for their college, or on the University President's List.

To be eligible for recognition through placement on their college Dean's List, associate, bachelor's, and master's degree program students must meet the following criteria for courses completed during the six months prior to each semi-annual Dean's List publication.

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA toward an associate, bachelor's, or master's degree program.
- Have no courses on the student record with I, IX, IP, F, or NM grades (students will be eligible if I, IX, or IP grades are subsequently changed to an acceptable grade).
- Achieve a qualifying GPA for UOPX courses completed during the six-month eligibility period without the use of Academic Reprieve or course repeats to achieve the qualifying GPA:
 - Associate and bachelor's programs: 3.50 - 3.99
 - Master's programs: 3.70 - 3.99

To be eligible for recognition through placement on the University President's List, associate, bachelor's, master's, and doctoral students must meet the following criteria for courses completed during the six months prior to each semi-annual President's List publication:

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA toward an associate, bachelor's, or master's degree program, or at least nine UOPX semester hour credits that are applicable to the program GPA toward a doctoral program.
- Have no courses on the student record with I, IX, IP, F, or NM grades (students will be eligible if I, IX, or IP grades are subsequently changed to an acceptable grade), or that have been removed from calculating into the program GPA through course repeats or Academic Reprieve.
- Achieve a qualifying GPA of 4.0 for UOPX courses completed during the six-month eligibility period without the use of Academic Reprieve or course repeats to achieve the qualifying GPA.

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ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment- Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University's effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students' educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University's focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

The University of Phoenix curriculum and its design are grounded in philosophical and theoretical frameworks that guide best practice in andragogy. Academic leadership of programs capture in-demand skills through collaboration with faculty, programmatic industry councils, and accreditation requirements. Resulting from this work, curriculum is mapped to student learning outcomes and skills, learning activities and assessments are designed, and continuous improvement processes are implemented.

Assessment of Student Learning

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program, and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic, and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the Plan, Do, Check, Act model of continuous improvement. By utilizing this model to guide assessment processes, the colleges design programs with clear measurable outcomes aligned to specific job skills based on employment data and scaffolds learning so students have sufficient opportunities to demonstrate the outcomes; systematically gather evidence of student learning through data analytics and qualitative feedback; analyze and interpret assessment learning results using insights from faculty; and use

assessment findings to improve student learning.

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University's academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students' Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students' educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University's assessment system and reflected within the University Program Life Cycle (UPL).

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, administrative and support services, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

Academic Alumni Questionnaire

Graduates are invited to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their academic experience according to the stated learning outcomes, the effectiveness of the University's teaching/learning model in helping them achieve their career goals. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers in program evaluation. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower-and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which students' educational needs and expectations are being met during the enrollment process, throughout their course work, when they graduate, and in their continuing professional development as alumni.

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member annually. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.

UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

Whether you are a recent graduate or a long-time University of Phoenix alumni, you are automatically a part of the Alumni Association.

To gain access to your lifetime benefits, visit the alumni website at phoenix.edu/alumni. Connect with other alumni for professional networking, and start exploring the benefits available to you:

Career Resources

Graduates receive lifetime access to our full suite of alumni career resources, including career support through PhoenixLink™ and our Career Services for Life™ commitment. PhoenixLink™ is a career portal for alumni to have access to resumé building tools, schedule career coaching appointments, and view career planning and development resources. For more information, visit phoenix.edu/alumni/career-resources.

Alumni Services

- **PhoenixLink™ Network** – Join our exclusive career network, where you can connect with like-minded individuals in your professional field or based on your interests. Reach out to your peers one-on-one to get help from other alumni or be a mentor to others. Find out more at phoenix.edu/alumni/join-network/phoenixlink.
- **Benefits & Discounts** – Access exclusive benefits and discounts at over 900 merchants tailored to you, based on your interests. To start saving on your favorite brands, visit uopxdiscounts.perkspot.com. You can find even more alumni benefits, including special offers on tuition pricing and professional development courses at phoenix.edu/alumni/benefits-discounts.
- **Alumni Chapters** – There are currently 50 Alumni Chapters throughout the country. Join a chapter to network with local alumni, attend social events, and give back to the community. To find a chapter closest to you, visit phoenix.edu/alumni/join-network/chapters.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through LinkedIn®, Facebook®, Twitter® and Instagram® online communities.
- **Homecoming** - The Alumni Association hosts Homecoming festivities across the country every year. Visit with old friends and make new connections. Other local networking and career events are held throughout the year. Visit phoenix.edu/alumni for upcoming events near you.
- **Share Your Story** - Tell us how you worked hard, overcame obstacles, earned your degree, and enhanced your career or started a business. Submit your story at phoenix.edu/alumni/tell-us-your-story.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit phoenix.igrad.com/landing/uopx-alumni-landing.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University's Alumni Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence found through the student portal.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/students/transcripts to order one.

Additional Information

Visit us on the Web at phoenix.edu/alumni

E-mail address: alumni@phoenix.edu

[linkedin.com/school/university-of-phoenix](https://www.linkedin.com/school/university-of-phoenix)

[facebook.com/uopxalumni](https://www.facebook.com/uopxalumni)

[instagram.com/uopxalumni](https://www.instagram.com/uopxalumni)

twitter.com/uopxalumn

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UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

Potential students applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a military university or college (Community College of the Air Force and US service academies) with approved institutional accreditation. If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance. Applications of individuals who have not gained admission to, or enrolled in the University, will be kept on file for one year. After that time, the applicant is required to submit a new application and materials for admission review.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits

All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States (US) to meet admission requirements may enroll in University of Phoenix (UOPX) courses prior to official admission only if they meet all the following requirements:

- If residing in the US, have an appropriate immigrant or nonimmigrant status that does not prohibit educational studies;
- Graduate applicants must have a pre-evaluation completed by the Office of Admissions and Evaluation indicating that the applicant has the appropriate academic background to meet admission requirements;
- Must satisfy all other program-specific admission requirements.

Applicants who have earned an undergraduate degree, or other transfer credit, from an institution outside of the US, but who have earned a master's degree from a college or university with approved institutional accreditation are eligible to enroll with the University at the graduate level. All program-specific admission requirements must have been satisfied by the master's degree.

Undergraduate applicants relying on educational credentials from an institution outside of the US may enroll in UOPX courses upon the completion of their Admission Application and Enrollment Agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the US, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation. These are used to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes, previous academic credentials earned outside of the US must meet the University's verification standards prior to rendering an official admission or transfer credit decision. Verification of previous academic credentials earned outside of the US can be satisfied by one the following methods:

- Receipt and verification of official academic credentials issued directly to UOPX by the applicant's previous institution;
- Receipt and verification of official academic credentials held in possession of the applicant as the official record of academic studies conducted in the applicant's specific country;
- Receipt and verification of official correspondence issued directly to UOPX by the applicant's previous institution indicating that copies of academic credentials and/or level study is valid;
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admissions and Evaluation.

For applicants with academic records from colleges or universities earned outside of the US with approved institutional accreditation, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the US are considered comparable to US secondary completion credentials and do not need to be validated unless required by the applicant's state or jurisdiction.

Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies are included with each program's admission requirements.

If documents are issued to UOPX in a language other than English, the applicant will be required to obtain an official translation and submit it to UOPX. Translations must be completed and verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate, or by the Office of Admissions and Evaluation at UOPX if translation services are provided for that specific language.

The University is authorized under federal law to enroll nonimmigrant applicants. UOPX only issues Forms I-20/A-B to border commuters and approved doctoral applicants during their residency in the US. Form I-20/A-B is required by applicants who need to obtain F-1 (Student) visas to attend school in the US. The University is only authorized to issue the I-20 for applicants who will attend specific campus locations and programs recorded with the Department of Homeland Security.

Admission of international applicants will only be made as permitted by US law. UOPX will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For purposes of this policy an international applicant is defined as a non-US citizen or an applicant with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

All academic credentials sent to UOPX will become the possession of UOPX and will not be returned to applicants unless prior approval was granted by the Office of Admission and Evaluation.

F-1 Visas

The University provides support for the F-1 visas needed by foreign students by issuing the I-20 if requirements are met and sponsoring the student as long as they are attending their specific academic program for the duration of their F-1 visa. Students are responsible for their visa applications and all associated fees to be paid by the student directly to the Student Exchange and Visitor's Program (SEVP).

Admission Deadlines

University of Phoenix (UOPX) cannot guarantee that students who begin coursework will be admitted to their degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth UOPX course. Students who are unable to be admitted by the completion of their fourth UOPX course will be administratively withdrawn from the University and placed in Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix (UOPX).

- No appeals will be accepted for students expelled from UOPX.
- Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Students who fail to disclose all prior colleges and universities attended on their Admission Application may be charged under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- **Nevada:** Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement. *This Nevada requirement does not apply to College of Education programs.*
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

- Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

- Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
 - or-
 - Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.
 - or-
 - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
 - or-
 - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
 - or-
 - Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
 - or-
 - Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
 - The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
 - Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
 - Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A completed and signed undergraduate application
 - A signed Enrollment/Disclosure Agreement.
 - Completion of any state-specific required documents or forms.
 - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
 - Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
 - Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).
- * Programs administered under the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.
- Residency Requirements and Course Waivers for Bachelor Programs**
- Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.*
- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at University of Phoenix.
 - In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Life Experience Journals credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

University Orientation Workshop

Applicants to designated undergraduate programs requiring the University Orientation Workshop for admission who list less than 24 previous college credits as recognized by the University on the admissions application are required to successfully complete the three week University Orientation Workshop (UNIV 100 for online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course.

The following define the University Orientation Workshop statuses:

- **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.
- **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation Workshop requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation Workshop. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.
- **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the GPA.

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

Risk Free Period Policy

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in week four or after of their first course, at which point the trial period ends.

Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Academic Progression Requirements

Phoenix Success Series (Pathway A and Pathway B Programs)

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of the General Education requirements.
- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series (PSS) categories which will contribute to fulfillment of the General Education requirements.

Phoenix Success Series content area requirements	Credits	PSS Course Selection
Psychology	3	PSY 110
College level writing & College level research/writing	6	ENG 110 ENG 210
Economics	3	FP 100
Critical thinking	3	HUM 115

Phoenix Success Series Preferred Sequence and Prerequisites

GEN 201	3 credits
Foundations for University Success	
PSY 110 ~	3 credits
Psychology of Learning	
ENG 110 ~	3 credits
English Composition I	
HUM 115 ~	3 credits
Critical Thinking in Everyday Life	
FP 100 ~	3 credits
Everyday Economics and Finances	
ENG 210 ~	3 credits
English Composition II	

- Concurrent enrollment is prohibited during any of the PSS courses.
- The PSS must be completed within the first six courses upon enrollment and prior to beginning the required course of study. The PSS contributes to fulfillment of General Education and Elective requirements.

First-Year Sequence (A Track and B Track Programs)

- Applicants disclosing 24 or more previous college credits on the Admissions Application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with University of Phoenix (UOPX), and are not required to enroll in the First-Year Sequence (FYS).
- Applicants disclosing fewer than 24 previous college credits on the Admissions Application, enrolling in designated undergraduate programs, are required to complete the FYS.
 - Prior Learning Assessment (PLA) and credits earned through National Testing Programs are not included as previous college credits when determining placement in the FYS.
- FYS students must satisfy all seven required courses from the FYS prior to enrolling in any other program applicable course.

Preferred Sequence

GEN 195	3 credits
Foundations of University Studies	
COM 170 ~	3 credits
Elements of University Composition and Communication I	
COM 172 ~	3 credits
Elements of University Composition and Communication II	
HUM 114 ~	3 credits
Critical Thinking and Creative Problem Solving	
PSY 211 ~	3 credits
Essentials of Psychology	
SCI 163 ~	3 credits
Elements of Health and Wellness	
FP 120 ~	3 credits
Essentials of Personal Finance	

- SOC 110 is an optional course that may be taken prior to the completion of the FYS. Students choosing to take SOC 110 may take the course any time after GEN 195.
- With the exception of GEN 195, FP 120, and HUM 114, FYS course requirements may be satisfied by any of the following means:
 - UOPX coursework,
 - Regionally or nationally accredited transfer coursework (C- or higher grade),
 - National Testing Programs
 - ACE evaluated Military credits
- Transfer activity used to satisfy a FYS course must be comparable in content to the UOPX course it is replacing, must be at least 2.67 credits, and must be equivalent level or higher.
- Concurrent enrollment is prohibited during any of the courses in the FYS.

University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.

Students have the following options to fulfill proficiency:

- Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
- Comparable approved institutional accredited transfer coursework, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Grade of C- or better (or academic equivalent)
 - At least 2 semester credits
 - Eligible to receive general education credits
- National College Credit Recommendation Service (NCCRS) credit recommendations
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
- Demonstrate competency by meeting the minimum passing score on a UOPX approved placement exam.

Students who satisfy the English and/or math proficiency and sign a new Enrollment Agreement may carry forward the completed proficiency into their new program/version provided they have remained in continuous attendance according to the University's Academic Program Re-entry policy.

Math Pathways

College deans determine the appropriate baseline math courses necessary for student success. The designated Math Pathway(s) will be outlined within each program's policies. The University offers the following Math Pathways:

- Mathematics for Elementary Educators
- Quantitative Reasoning
- Statistics
- College Algebra
- Calculus

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of General Education in ensuring student success in the classroom, the workplace, and the community. The General Education curriculum, which is developed through the College of General Studies, provides instruction that focuses on Liberal Arts, Humanities, Science, and Mathematics.

Undergraduate General Education requirements emphasize exposure to and exploration of topics in a variety of General Education categories. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and navigate social, technological, scientific, and cultural change.

General Education Student Learning Outcomes

- In addition to the knowledge and skills related to the University Learning Goals, graduating students should attain certain knowledge, skills, and abilities within the various General Education categories. Therefore, students should be able to demonstrate the following learning outcomes by the time they complete their General Education requirements:
- Students will apply effective communication skills in a variety of contexts.
- Students will utilize quantitative reasoning skills for a variety of purposes.
- Students will utilize scientific thinking and inquiry skills for a variety of purposes.
- Students will apply critical and creative thinking skills in a variety of contexts.
- Students will apply intercultural and interpersonal awareness in a variety of contexts.

General Education Categories

The curriculum within the General Education catalog is comprised of traditional categories. The required number of credits in each category varies by program and may be found within the program specific requirements. The General Education categories and curriculum ensure that students are exposed to content essential to a baccalaureate experience. Categories within General Education curriculum are as follows:

Communication Arts, credit requirements vary by program.

Course work in Communication Arts focuses on the development and application of writing, speaking, collaboration, and interpersonal communication skills.

English/Language Arts, credit requirements vary by program.

Course work in English/Language Arts focuses on the development and application of writing, speaking, collaboration, and interpersonal communication skills.

Mathematics, credit requirements vary by program.

Course work in Mathematics develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

Social Sciences, credit requirements vary by program.

Course work in Social Sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Social Studies, credit requirements vary by program.

Course work in Social Studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Humanities, credit requirements vary by program.

Course work in Humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Fine Arts, credit requirements vary by program.

Course work in Fine Arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Science/Technology, credit requirements vary by program.

Course work in Science/Technology provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the Science/Technology requirement. Certain courses in geography or aerospace studies that emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses that focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance culture. Course work in the area of technology that satisfies General Education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses that focus primarily on the social and environmental conflicts that arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

Liberal Arts, credit requirements vary by program.

Students will pursue additional breadth in the Liberal Arts by selecting courses from any of the categories listed above.

Interdisciplinary, credit requirements vary by program.

To fulfill this requirement, students may select additional General Education courses, or any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the categories listed and to facilitate their exposure to a field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add breadth to their academic and professional knowledge base.

Program Length

Associate Programs

The established "normal time" to complete a program is as follows: Education - 90 to 104 weeks, General Studies - 90 to 104 weeks, Health Professions - 90 to 106 weeks, Social and Behavioral Sciences - 90 to 114 weeks, Business and Information Technology - 90 to 106 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs

The established "normal time" to complete a program is as follows: Education - 206 to 222 weeks, General Studies - 204 to 206 weeks, Health Professions - 200 to 204 weeks, Nursing - 155 to 215 weeks, Nursing (Competency Based) - 48 weeks, Social and Behavioral Sciences - 200 to 225 weeks, Business and Information Technology - 200 to 204 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, social work, criminal justice and security, and public administration. The College provides innovative, relevant, and student-focused educational programs designed to prepare students for opportunities of service and leadership in the fields of social and behavioral sciences. These programs are developed and taught by highly skilled practitioners in their respective fields who emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Through individual and collaborative work in theory and practice, students can acquire the knowledge and skills needed for today's work environment.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Criminal Justice Administration is to equip adult learners with a fundamental understanding of the essential components comprising the American criminal justice system. Students will learn basic management, administrative and financial skills relative to criminal justice agencies. The program also strives to familiarize students with current trends, research techniques, and problem-solving methods in the discipline. This program is designed to bridge the gap between theory and practical application through core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply administrative practices within the criminal justice system.
- Apply professional dispositions and ethical conduct in criminal justice administration.
- Analyze procedures within criminal justice programs and public policies.
- Integrate research and theories in criminal justice administration.
- Evaluate innovative strategies for serving diverse populations within the criminal justice system.

Preferred Sequence and Prerequisites for the BSCJA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJA 316 ~	3 credits
Survey of Criminal Justice	
CJA 326 ~	3 credits
Ethics in Criminal Justice	
CJA 336 ~	3 credits
Diversity in Criminal Justice	
CJA 346 ~	3 credits
Theories of Criminology and Victimology	
CJA 356 ~	3 credits
Organizational Behavior and Management	
CJA 376 ~	3 credits
Interagency Communication	
CJA 386 ~	3 credits
Research Statistics	
CJA 416 ~	3 credits
Budget, Finance, and Planning	
CJA 426 ~	3 credits
Grant Writing and Funding	
CJA 436 ~	3 credits
Mental Health Services and Crisis Intervention	
CJA 446 ~	3 credits
Criminal Justice Policy Analysis and Program Evaluation	
CJA 456 ~	3 credits
Contemporary Issues and Futures in Criminal Justice	
CJA 476 ~	3 credits
Criminal Justice Problem-Solving Methods	
CJA 486 ~	3 credits
Administration Capstone	

The University reserves the right to modify the required course of study.

The Bachelor of Science in Criminal Justice degree program does not satisfy the requirements of the Minnesota Police Officer Standards and Training Board. Students will not qualify to be a police officer nor sit for the licensing exam in Minnesota upon successful completion of this program. The University's security and criminal justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a security and criminal justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

The University's security and criminal justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a security and criminal justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

General Information for the BSCJA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSCJA

All applicants are expected to meet the following admissions requirements:

- Signed Acknowledgement Form

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 42 credits
 - Electives - 42 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as:
Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- The capstone course (CJA 486) may not be taken concurrently with any other BSCJA required course of study courses.

Residency Requirements and Course Waivers for the BSCJA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 9 credits from their required course of study.

The following course in the required course of study may not be waived: CJA 486

General Education Requirements for the BSCJA

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences
Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking
Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN/201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use elective credits to waive the balance. Students must use elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Re-entry for the BSCJA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Industrial-Organizational Psychology

The following Bachelor of Science in Industrial-Organizational Psychology (BSIOP) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Industrial and Organizational Psychology is to prepare students to support healthy organizational cultures and to address organizational issues by applying psychological principles to personnel, administration, management, sales and marketing functions within an industrial and organizational setting. This program provides a foundation in Psychological theories and methodologies used by industrial organizational psychology practitioners, social, cognitive and motivational processes and ethics.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply psychological concepts to address employee and consumer related problems in industry.
- Students will examine psychological research related to organizational environments and evaluate strategies for managing complex organizational problems.
- Students will analyze government and industry regulations and demonstrate ethical decision-making and within an organizational context.
- Students will apply assessment tools to analyze organizational cultures and human assets.
- Students will evaluate effective leadership approaches and communication styles to advance differing organizational goals.

Program Purpose

The Bachelor of Science in Industrial-Organizational Psychology provides a foundation in psychology and its relevance and application to industry and organizational settings. This program does not lead to professional certification or licensure as a psychologist, counselor or other mental health practitioner.

Preferred Sequence and Prerequisites for the BSIOP - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSY 203 ~ <i>pre-requisite applies to Pathway B only</i>	3 credits
Foundations of Psychology	
PSY 205 ~ <i>pre-requisite applies to Pathway B only</i>	3 credits
Life Span Human Development	
PSY 245 ~	3 credits
Survey of Research and Statistics	
LDR 300 ~ <i>pre-requisite applies to Pathway B only</i>	3 credits
Innovative Leadership	
PSY 355 ~	3 credits
Motivational Processes in Human Psychology	
PSY 315 ~	3 credits
Statistical Reasoning in Psychology	
PSY 400 ~	3 credits
Social Psychology	
PSY 420 ~	3 credits
Theories of Behavior	
PSY 435 ~	3 credits
Industrial/Organizational Psychology	
IOP 455 ~	3 credits
Professional Ethics	
PSY 450 ~	3 credits
Diversity and Cultural Factors in Psychology	
IOP 460 ~	3 credits
Organizational Cultures	
IOP 470 ~	3 credits
Group Dynamics	
IOP 480 ~	3 credits
Assessment Tools for Organizations	
IOP 490 ~	3 credits
Capstone Project	

The University reserves the right to modify the required course of study.

General Information for the BSIOP

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.

- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSIOP

All applicants are expected to meet the following admissions requirements:

- Signed Hardware/Software Agreement

Degree Requirements for the BSIOP

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 57 credits
 - Required Course of Study - 45 credits
 - Required Program Electives (must include 9 upper division credits) - 18 credits
- A minimum of 45 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Industrial Organizational Psychology

General Education Requirements for the BSIOP

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 9 credits

Interdisciplinary Component, 18 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

Academic Progression Requirements for the BSIOP

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIOP

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of 24 credits from their required course of study.
- The 18 Required Program Elective credits can be completed in a combination of the following areas Business, Communication, Culture, Diversity, Economics, Global Perspectives, Human Resource, Information Systems, Journalism, Leadership, Management, Marketing, and Media and must include 9 upper division credits. The 18 Required Program Elective credits may be satisfied by any of the following means:
 - UOPX coursework.
 - Transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date
- The following course(s) may not be waived: IOP 490

Re-Entry for BSIOP

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.

- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

**Bachelor of Science in Applied Psychology/
Concentration in Media and Technology**

The following Bachelor of Science in Applied Psychology/Concentration in Media and Technology (BSAP/MT) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Applied Psychology Program is to prepare students use psychology applications in contemporary life and employment settings such as business and industry, government, education, military and community agencies. This program provides a foundation in developmental, social, cognitive, and behavioral psychology with a concentration in the interactions and impacts of media and technology on humans.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply psychological theories and concepts when creating solutions to complex technology mediated human problems.
- Students will analyze existing behavioral research in designing solutions to complex human challenges associated with technology mediated social engagement and learning.
- Students will apply ethical standards to address, social media, cultural, and learning problems.

- Students will analyze complex human challenges associated with learning environmental, technology mediated social engagement and learning.
- Students will apply psychological principles and practices that advance social and technological communications.

Program Purpose

The Bachelor of Science in Applied Psychology provides a contemporary perspective on the applications of psychology to mediated communication, relationships and learning, and the roles technology plays in human interactions. This program does not lead to professional certification or licensure as a psychologist, counselor or other mental health practitioner.

Preferred Sequence and Prerequisites for the BSAP/MT -

Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSY 203 ~ *pre-requisite applies to Pathway B only*3 credits

Foundations of Psychology

PSY 205 ~ *pre-requisite applies to Pathway B only*3 credits

Life Span Human Development

IT 200 ~ *pre-requisite applies to Pathway B only*3 credits

Digital Skills for the 21st Century

PSY 245 ~3 credits

Survey of Research and Statistics

PSY 390 ~3 credits

Learning and Cognition

PSY 315 ~3 credits

Statistical Reasoning in Psychology

PSY 340 ~3 credits

Biological Foundations in Psychology

PSY 405 ~3 credits

Theories of Personality

APMT 315 ~3 credits

Technology and Society

PSY 400 ~3 credits

Social Psychology

PSY 420 ~3 credits

Theories of Behavior

APMT 430 ~3 credits

Social Media and Human Interaction

APMT 440 ~3 credits

Influence of Media on Behavior

APMT 460 ~3 credits

Cyber Communications

APMT 470 ~3 credits

Digital Learning

The University reserves the right to modify the required course of study.

General Information for the BSAP/MT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.

- ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSAP/MT

All applicants are expected to meet the following admissions requirements:

- Signed Hardware/Software Agreement

Degree Requirements for the BSAP/MT

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 57 credits
 - Required Course of Study - 45 credits
 - Required Program Electives (must include 9 upper division credits) - 18 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- Concentrations or emphases are reflected on the transcript only and will not appear on the diploma.

The diploma awarded for this program will read as:

Bachelor of Science in Applied Psychology

General Education Requirements for the BSAP/MT

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 9 credits

Interdisciplinary Component, 18 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

Academic Progression Requirements for the BSAP/MT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSAP/MT

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of 24 credits from their required course of study.
- The 18 Required Program Elective credits can be completed in a combination of the following areas Business, Communication, Culture, Diversity, Economics, Global Perspectives, Human Resource, Information Systems, Journalism, Leadership, Management, Marketing, and Media and must include 9 upper division credits. The 18 Required Program Elective credits may be satisfied by any of the following means:
 - UOPX coursework.

- Transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.

Re-Entry for BSAP/MT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

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COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Consistent with the values, mission, and purpose of the University of Phoenix, the College of Business and Information Technology mission is to provide innovative, industry-relevant, and accessible higher education that prepares learners to be competent, responsible and ethical practitioners and leaders for career success. Our goal is to make a difference in the lives of our students and their organizations. Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology will be a preferred source for finding and developing emerging leaders for organizations through the delivery of real-time education solutions that are relevant and immediately applicable to solving business challenges. The College of Business and Information Technology adheres to values that are consistent with the University's values of Brave, Honest, and Focused. We believe that every staff and faculty member should have a commitment to learning, intellectual diversity, embracing innovation and improving society. We should empower excellence while acting with integrity, and treating others as we would like to be treated.

The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and abilities to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, communications, diversity and inclusion, economics, finance, business law and ethics, management, marketing, organizational behavior, business analytics, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through a business capstone course.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate decision-making skills to address business needs.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.
- Students will analyze logistics involved in global business operations.

BSB Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 3 credits

Business Communications

Business Information Systems, 3 total credits

BIS 221 ~ 3 credits

Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 312 ~ 3 credits

Organizational Behavior for Managers

MGT 316 ~ 3 credits

Managing with a Global Mindset

Accounting, 6 total credits

ACC 290 ~ 3 credits

Principles of Accounting I

ACC 291 ~ 3 credits

Principles of Accounting II

Diversity and Inclusion, 3 total credits

LDR 320 ~ 3 credits

Inclusive Leadership: Diversity in the Workplace

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ 3 credits

Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ 3 credits

Principles of Microeconomics

ECO 372 ~ 3 credits

Principles of Macroeconomics

Finance, 3 total credits

FIN 370 ~ 3 credits

Finance for Business

Marketing, 3 total credits

MKT 421 ~ 3 credits

Marketing

Business Statistics, 3 total credits

QNT 375 ~ 3 credits

Business Data Analytics

Business Capstone, 3 total credits

BUS 475 ~ 3 credits

Integrated Business Topics

The University reserves the right to modify the required course of study.

General Information for the BSB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSB

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
 - Associate of Arts with a Concentration in Business Fundamentals
 - Business Analytics Certificate
 - Financial Planning Certificate
 - Human Resource Management Certificate
 - Leadership and Management Certificate
 - General Management Certificate
 - Marketing Certificate
 - Operations Management Certificate
 - Project Management Certificate
 - Small Business Management and Entrepreneurship Certificate
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
 - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 42 credits
 - Electives - 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSB for Students Obtaining an Associates En-Route Credential

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSB

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 12 credits from their required course of study.

The following course(s) may not be waived: BUS 475

Business Master's Pathway for the BSB

Bachelor of Science in Business students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~	3 credits
Managing in a Changing Environment	
ORG 535 ~	3 credits
People and Organizations	
LDR 535 ~	3 credits
Leading Change	

MM Pathway Courses

MGT 526 ~	3 credits
Managing in a Changing Environment	
ENT 527 ~	3 credits
Opportunity Assessment and Innovation	
LDR 535 ~	3 credits
Leading Change	

Re-entry for the BSB

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross-functional managers in an organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Upon completion of the program, students will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will evaluate management principles necessary for organizational effectiveness.
- Students will evaluate the effectiveness of processes used to achieve organizational goals.
- Students will integrate key problem-solving strategies in the analysis and recommendation of business decisions.
- Students will analyze interrelationships among distinct functional areas of an organization.

Program Category Requirements, Preferred Sequence and Prerequisites for the BSM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Management, 6 total credits

MGT 3123 credits
Organizational Behavior for Managers
MGT 362~.....3 credits
Change Management and Implementation

Ethics and Social Responsibility, 3 total credits

ETH 321 ~.....3 credits
Ethical and Legal Topics in Business

Leadership, 3 total credits

LDR 300 ~.....3 credits
Innovative Leadership

Operations, 3 total credits

OPS 330 ~3 credits
Strategic Operations and Logistics

Economics, 3 total credits

ECO 372 ~3 credits
Principles of Macroeconomics

Project Management, 3 total credits

PM 350 ~.....3 credits
Organizational Project Management

Finance, 3 total credits

FIN 370 ~3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~.....3 credits
Marketing

Strategy, 3 total credits

MGT 498 ~3 credits
Strategic Management

The University reserves the right to modify the required course of study.

General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSM

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 30 credits
 - Electives - 54 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Management

General Education Requirements for the BSM

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 6 credits from their required course of study.

The elective requirement may be satisfied by any of the following means:

- Any upper and/or lower division UOPX coursework.
- Previously completed UOPX graduate coursework.
- Any upper division, lower division, and/or graduate transfer activity that is acceptable for transfer.

The following course(s) and their equivalents may not be waived: MGT 498

Business Master's Pathway for the BSM

Bachelor of Science in Management students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MM Pathway Courses

MGT 526 ~ 3 credits

Managing in a Changing Environment

ENT 527 ~ 3 credits

Opportunity Assessment and Innovation

LDR 535 ~ 3 credits

Leading Change

MBA Pathway Courses

MGT 526 ~ 3 credits

Managing in a Changing Environment

ORG 535 ~ 3 credits

People and Organizations

LDR 535 ~ 3 credits

Leading Change

Re-entry for the BSM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) is designed to provide knowledge and skills necessary to an accounting career. Topics include, key accounting and business coursework, financial accounting, managerial accounting, and auditing and taxation. In addition to Generally Accepted Accounting Principles (GAAP), the program also covers the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the general business overview and context necessary for a career in accounting. The program also addresses professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate generally accepted accounting principles throughout the accounting cycle.
- Students will evaluate accounting and financial information to make business decisions.
- Students will integrate ethical, legal, and accounting standards and assumptions into financial practices.
- Students will integrate business practices into accounting and financial operations.

Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 221 ~ 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 312 ~ 3 credits
Organizational Behavior for Managers
MGT 316 ~ 3 credits
Managing with a Global Mindset

Diversity and Inclusion, 3 total credits

LDR 320 ~ 3 credits
Inclusive Leadership: Diversity in the Workplace

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ 3 credits
Ethical and Legal Topics in Business

Accounting, 6 total credits

ACC 290 ~ 3 credits
Principles of Accounting I
ACC 291 ~ 3 credits
Principles of Accounting II

Economics, 6 total credits

ECO 365 ~ 3 credits
Principles of Microeconomics
ECO 372 ~ 3 credits
Principles of Macroeconomics

Business Statistics, 3 total credits

QNT 375 ~ 3 credits
Business Data Analytics

Finance, 3 total credits

FIN 370 ~ 3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~ 3 credits
Marketing

Strategy, 3 total credits

BUS 475 ~ 3 credits
Integrated Business Topics

Accounting Information Systems, 3 total credits

ACC 316 ~ 3 credits
QuickBooks

Managerial Accounting, 3 total credits

ACC 326 ~ 3 credits
Managerial Accounting

Cost Accounting, 3 total credits

ACC 349 ~ 3 credits
Cost Accounting

Intermediate Accounting, 9 total credits

ACC 421 ~ 3 credits
Intermediate Financial Accounting I
ACC 422 ~ 3 credits
Intermediate Financial Accounting II
ACC 423 ~ 3 credits
Intermediate Financial Accounting III

Taxation, 6 total credits

ACC 455 ~ 3 credits
Corporate Taxation
ACC 456 ~ 3 credits
Individual/Estate Taxation

Government and Nonprofit Accounting, 3 total credits

ACC 460 ~ 3 credits
Government and Non-Profit Accounting

Auditing, 6 total credits

ACC 491 ~ 3 credits
Contemporary Auditing I
ACC 492 ~ 3 credits
Contemporary Auditing II

Accounting Research, 3 total credits

ACC 497 ~ 3 credits
Advanced Topics in Accounting Research
The University reserves the right to modify the required course of study.

General Information for the BSACC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.

- ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSACC

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:

- Associate of Arts with a Concentration in Business Fundamentals

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement
- Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 78 credits
 - Electives - 6 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use elective credits to waive the balance. Students must use elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSACC

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSACC

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 30 credits from their required course of study.

The following courses in the Required Course of Study may not be waived: ACC 497, BUS 475

Business Master's Pathway for the BSACC

Bachelor of Science in Accounting students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to two (2) of the following courses (or a direct equivalency) as part of their electives credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~ 3 credits

Managing in a Changing Environment

ORG 535 ~ 3 credits

People and Organizations

MM Pathway Courses

MGT 526 ~ 3 credits

Managing in a Changing Environment

ENT 527 ~ 3 credits

Opportunity Assessment and Innovation

Re-entry for the BSACC

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Communication prepares students for a variety of professional roles that require effective communication skills across diverse organizations. The program's curriculum, built in close collaboration with industry and academic experts, emphasizes theory and application in the domains of interpersonal, intercultural, organizational, corporate, public relations, mediation, and social media communication.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate theories and best practices to determine communication strategies.
- Develop communication plans for diverse purposes.
- Evaluate strategies for implementing communication plans in a variety of environments.
- Evaluate communication effectiveness for a variety of contexts.

Program Category Requirements, Preferred Sequence, and Prerequisites for the BS/COM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations of Human Communication, 3 total credits

BSCOM 100 3 credits

Introduction to Communication

Logic and Rhetoric, 3 total credits

BSCOM 210 ~ 3 credits

Logic and Rhetoric

Writing, 3 total credits

BSCOM 230 ~ 3 credits

Storytelling

Communication Technology, 3 total credits

BSCOM 250 ~ 3 credits

Communication Technology

Interpersonal Communication, 3 total credits

BSCOM 310 ~ 3 credits

Interpersonal Communication

Mass Communication, 3 total credits

BSCOM 320 ~ 3 credits

Mass Communication and Media

Organizational Communication, 3 total credits

BSCOM 340 ~3 credits
Organizational Communication

Journalism, 3 total credits

BSCOM 350 ~3 credits
Journalism: Writing for Impact

Social Media Communication, 3 total credits

BSCOM 370 ~3 credits
Social Media Communication

Corporate Communication and Public Relations, 3 total credits

BSCOM 380 ~3 credits
Corporate Communication and Public Relations

Technical Communication, 3 total credits

BSCOM 400 ~3 credits
Technical Communication

Global and Intercultural Communication, 3 total credits

BSCOM 420 ~3 credits
Global and Intercultural Communication

Negotiation, Mediation, and Diplomacy, 3 total credits

BSCOM 450 ~3 credits
Negotiation, Mediation, and Diplomacy

Communication Capstone, 3 total credits

BSCOM 480 ~3 credits
Applied Communication Capstone

General Information for the BS/COM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 42 credits
 - Electives - 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BS/COM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BS/COM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 12 credits from their required course of study.

The following courses in the Required Course of Study may not be waived: BSCOM 480

Business Master's Pathway for the BS/COM

Bachelor of Science in Communication students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their interdisciplinary or electives credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~	3 credits
Managing in a Changing Environment	
ORG 535 ~	3 credits
People and Organizations	
LDR 535 ~	3 credits
Leading Change	

MM Pathway Courses

MGT 526 ~	3 credits
Managing in a Changing Environment	
ENT 527 ~	3 credits
Opportunity Assessment and Innovation	
LDR 535 ~	3 credits
Leading Change	

Re-entry for the BS/COM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as information technology, networking and cloud infrastructure, data, cybersecurity, programming and other supporting IT principles.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems.
- Students will employ network and data solutions to align with key business requirements and industry best practices to improve organizational IT operations.
- Students will be able to design and develop key database models aligning with business requirements for storage, retrieval and use of data.
- Students will implement cybersecurity solutions that comply with global governance best practices.
- Students will demonstrate an ability to evaluate, design, and implement application programs to meet business processes.

Program Category Requirements for the BSIT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Information Technology, 6 total credits

CIS 207	3 credits
Information Systems Fundamentals	
BSA 385 ~	3 credits
Intro to Software Engineering	

Business Systems and Implementation, 6 total credits

BSA 375 ~	3 credits
Fundamentals of Business Systems Development	
CMGT 410 ~	3 credits
Project Planning and Implementation	

Networking, 6 total credits

CYB 205 ~	3 credits
Infrastructure Administration	
NTC 362 ~	3 credits
Fundamentals of Networking	

Data, 6 total credits

DAT 210 ~	3 credits
Data Programming Languages	
DAT 305 ~	3 credits
Data Structures for Problem Solving	

Cybersecurity, 6 total credits

CYB 100	3 credits
Cyber Domain	
CYB 110 ~	3 credits
Foundations of Security	

Programming, 6 total credits

CYB 130 ~	3 credits
Object-Oriented Scripting Language	
PRG 211 ~	3 credits
Algorithms and Logic for Computer Programming	

Capstone, 3 total credits

BSA 425 ~	3 credits
BSIT Capstone	

Upper Division Information Systems and Technology Electives, 12 total credits

The University reserves the right to modify the required course of study.

General Information for the BSIT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:

- Signed Hardware/Software Agreement
- Students who have previously completed a Associate of Arts or Associate of Science degree from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education (including Phoenix Success Series, College Composition, and Math Pathways), and math and English proficiency requirements without any course content or timeframe restrictions. The transfer coursework will be applied as a block at the time of admission to the program. Students utilizing this policy will need to meet the following conditions:
 - Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy.
 - Complete a minimum of 6 credits of Information Systems and Technology elective coursework.
 - Complete a minimum of 12 credits of upper division Information Systems and Technology elective coursework.
 - Meet all prerequisite or state specific content requirements as outlined in the General Education Requirements and Program Category Requirements and Prerequisites policy sections for their BSIT program.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study - 39 credits
 - Upper Division Information Systems and Technology Electives - 12 credits
 - Electives - 18 credits
 - Information Systems and Technology Electives - 6 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as:
Bachelor of Science in Information Technology

General Education Requirements for the BSIT

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher; or 6 credits of college algebra or higher

Science & Technology, 3 credits

Must include at least three (3) credits in the physical or biological sciences
Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 12 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- The 6 credit Information Systems and Technology Electives requirement may be satisfied by any of the following means:
- Lower Division or Upper Division IS&T UOPX coursework.
 - Previously completed Lower Division and Upper Division IS&T coursework.
 - Lower Division or Upper Division Certificate approved in the student's state or jurisdiction.
 - Lower Division or Upper Division IS&T transfer activity that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSIT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIT

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of 24 credits from their required course of study.
- The 12 credit Upper Division Information Systems and Technology Electives requirement may be satisfied by any of the following means:
 - Upper Division or Graduate IS&T UOPX coursework.
 - Previously completed Upper Division or Graduate IS&T coursework.
 - Upper Division Certificate approved in the student's state or jurisdiction.
 - Upper Division or Graduate IS&T transfer activity that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date.
- The following course(s) may not be waived: BSA 425

Re-entry for the BSIT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF HEALTH PROFESSIONS

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase. Medical and health service managers employment are projected to grow by 18 percent from 2018 to 2028.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® College of Health Professions will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle tomorrow's challenges.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate a health care organization from a market-based perspective.
- Evaluate financial and economic issues in the health care industry.
- Evaluate the impact of legal and regulatory requirements on the delivery of health care.
- Evaluate the application of risk and quality management concepts in the health care industry.
- Analyze the utilization and application of technology within a health care organization.
- Evaluate management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 ~ (*Prerequisite Required for Pathway B Only*) 3 credits
Medical Terminology for Health Care Professionals

HCS 131 ~ 3 credits

Business Communication Skills for Health Care Professionals

HCS 235 ~ 3 credits

Health Care Delivery in the U. S.

HCIS 140 ~ 3 credits

Fundamentals of Electronic Health Records

BSHA Core Courses

HCS 305 ~ 3 credits

Health Care Professional Development

HCS 335 ~ 3 credits

Health Care Ethics and Social Responsibility

HCS 325 ~ 3 credits

Health Care Management

HCS 370 ~ 3 credits

Organizational Behavior

HCS 341 ~ 3 credits

Human Resources in Health Care

HCS 380 ~ 3 credits

Health Care Accounting

HCS 385 ~ 3 credits

Health Care Finance

HCS 490 ~ 3 credits

Health Care Consumer - Trends and Marketing

HCS 457 ~ 3 credits

Public and Community Health

HCS 483 ~ 3 credits

Health Care Information Systems

HCS 451 ~ 3 credits

Health Care Quality Management and Outcomes Analysis

HCS 465 ~ 3 credits

Health Care Research Utilization

HCS 499 ~ 3 credits

Health Care Strategy Capstone

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

The College of Health Professions recommends students select and complete all courses within one elective track.

General Health Administration Elective Track:

HCS 430 ~3 credits

Legal Issues in Health Care: Regulation and Compliance

HCS 446 ~3 credits

Facility Planning

HCS 455 ~3 credits

Health Care Policy: The Past and the Future

HCS 456 ~3 credits

Risk Management

HCS 475 ~3 credits

Leadership and Performance Development

Health Information Systems Track:

HCIS 410 ~3 credits

Project Planning and Implementation in Health Care

BSA 376 ~3 credits

Systems Analysis and Design

NTC 361 ~3 credits

Network and Telecommunications Concepts

DBM 381 ~3 credits

Database Concepts

HCIS 420 ~3 credits

Information Systems Risk Management in Health Care

Retail Health Management Track:

RHM 410 ~3 credits

The Landscape of Health Care in Retail Health Clinics

RHM 420 ~3 credits

The Management of Retail Health Clinics

RHM 430 ~3 credits

Technology and Digital Health Care in Retail Health Clinics

RHM 440 ~3 credits

Regulatory and Compliance in the Retail Health Environment

RHM 450 ~3 credits

Retail Health Financial Strategies

Lifespan Management Track

LSM 404 ~3 credits

Introduction to Lifespan Management

LSM 412 ~3 credits

Management within the Lifespan Industry

LSM 417 ~3 credits

Regulations in Lifespan Management

LSM 423 ~3 credits

Financial Strategies for Lifespan Management

LSM 429 ~3 credits

Lifespan Management Capstone

The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
 - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study (BSHA) - 51 credits
 - Upper Division Health Administration Electives - 15 credits
 - Electives - 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: HCS 245

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Students may use coursework worth a minimum of two semester credits to satisfy the three credits for HCS/245 provided it is comparable with content similar to one of the following: Medical Nursing, Surgical Nursing, Anatomy and/or Physiology, Pathophysiology, Disease Management, and Population Health. Students will be required to make up the credits with other Science and Technology General Education credits to meet the minimum requirements.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505 3 credits

Systems Thinking in health care environments

MHA 507 3 credits

Leveraging informatics in the health sector

MHA 508 3 credits

Navigating the regulatory environment in health care

MHA 542 3 credits

Leading with authenticity in the health sector

MHA 560 3 credits

Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
 - HCS 499 Health Care Strategy Capstone
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Residency Requirements and Course Waivers for the BSHA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF NURSING

Programs in the College of Nursing are designed to support the career advancement and educational needs of registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry—from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment—today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® College of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- College of Nursing Programs

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of Sigma, a virtual chapter that supports members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

Sigma has more than 135,000 active members who reside in more than 100 countries. There are roughly 540 chapters at more than 700 institutions. To learn more about Sigma visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at <https://omicrondelta.sigmanursing.org/home>

Academic Progression Requirements for all Current Nursing Programs

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN, DNP, and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of the program handbook) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN) is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate evidence-based, holistic, patient-centered care that reflects knowledge of the health-illness continuum.
- Students will Implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Students will demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Students will apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Students will incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Students will integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Students will utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

The Registered Nurse to Bachelor of Science in Nursing is a post-licensure education program designed for nurses with an active and unencumbered RN license who wish to obtain a bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills and knowledge to make clinical decisions that will result in positive patient outcomes and support healthcare systems.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302.....	3 credits
Professional Contemporary Nursing Role and Practice	
NSG 416 ~	3 credits
Theoretical Development and Conceptual Frameworks	
HSN 376 ~	3 credits
Health Information Technology for Nursing	
NSG 451 ~	3 credits
Professional Nursing Leadership Perspectives	
NSG 456 ~	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 426 ~	3 credits
Integrity in Practice: Ethic and Legal Considerations	
HSN 476 ~	3 credits
Healthcare Policy and Financial Management	
*NSG 486 ~	3 credits
Public Health: Health Promotion and Disease Prevention	
*NSG 482 ~	3 credits
Promoting Healthy Communities	
NSG 468 ~	3 credits
Influencing Quality within Healthcare	
NSG 498 ~	3 credits
Senior Leadership Practicum	
*Students residing in California are required to take NSG 486CA and NSG 482CA:	
NSG 486CA ~	3 credits
Public Health: Health Promotion and Disease Prevention	
NSG 482CA ~	3 credits
Promoting Healthy Communities	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- Completion of a nursing diploma; an associate degree in nursing or post-secondary diploma in nursing from a college or university with approved institutional accreditation or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- The Lower Division Nursing requirement will be satisfied using students valid unrestricted / unencumbered RN license.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- RN-BSN Pathway Agreement Concurrent Enrollment Students Only: Applicants transferring to University of Phoenix with a completed Associate degree in nursing from an approved Pathway Agreement Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Agreement Transfer Guide. Prior to enrolling into the BSN program applicants must:
 - Have a signed Concurrent Enrollment Memorandum of Understanding on file.
 - Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the University of Phoenix under the ND-NURSE 001 Non-degree program code.
 - Meet all other BSN admission requirements.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 47 credits
 - Required Course of Study - 33 credits
 - Lower Division Nursing - 40 credits
- A minimum of 33 upper division credits.
- A maximum of 87 lower division credits
- A minimum grade point average (GPA) of 2.0.
- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- All students enrolling in the BSN program will take NSG 302 as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Satisfy University Proficiency Requirements
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482CA, NSG 486CA.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 482CA, NSG 486CA, and NSG 498

General Education Requirements for the BSN

A minimum of 47 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

ENG/220, equivalent or higher

Mathematics, 6 credits

Must include 6 credits of statistics or higher.

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Interdisciplinary Requirements, 11 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.

Note: Six (6) upper division Nursing Pathway course credits may be applied to the interdisciplinary category.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Nursing Pathway for BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF

- NSG 511
- NSG 512

Re-entry for the BSN

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

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COLLEGE OF EDUCATION

The College of Education offers undergraduate programs designed for future educators combining content and pedagogical preparation. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements. The College of Education offers associate level degree programs designed to provide content knowledge in areas such as English/language arts, fine arts, math, science, and social studies, as well as foundational coursework in education.

Bachelor of Science in Liberal Studies (California)

The following Bachelor of Science in Liberal Studies (BSLS) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Liberal Studies (BSLS) is an undergraduate liberal studies program that combines content and pedagogical preparation required for multiple subject credential candidates. Field experiences are integrated throughout the program, with a culminating student teaching experience. The program and field experiences are designed to emphasize mastery of state standards with ongoing assessment to measure candidate competency. View state licensure requirements for this program: <https://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html>

This program, which leads to certification or licensure, is only approved in California. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates seeking to continue in a teacher licensure program outside of California, would be required to update to a comparable Arizona based program. Programs are available in select states. Candidates must update their current address and contact their Academic Advisor immediately when such changes occur to ascertain the effect upon their program. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the possible change upon their ability to progress in the program.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Students will be able to evaluate effective professional practice in elementary education.
- Students will be able to apply professional ethics to their instructional practices in elementary education.
- Students will be able to evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Students will be able to create innovative strategies and incorporate technology in an elementary classroom setting.

Program Purpose

The Bachelor of Science in Liberal Studies is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit <https://www.phoenix.edu/colleges/college-of-education/teacher-licensure/state-requirements.html> to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements and Course Selections

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

EDU 300CA ~ prerequisite only applies to Pathway B..... 0 credits
Orientation to Teacher Education

Introductory Course, 3 total credits

GEN 201 3 credits
Foundations for University Success
GEN 127 3 credits
University Studies for Success

Foundations of Education, 3 total credits

EDU 301CA ~ 3 credits
Foundations of Education

Education Models & Theories, 6 total credits

EDU 311CA ~3 credits

Models and Theories of Instruction

EDU 321CA ~3 credits

Classroom Management

Human Development, 3 total credits

EDU 305CA ~3 credits

Child Development

Reading, 3 total credits

RDG 420CA ~3 credits

Elementary Methods: Reading and Language Arts

Special Populations, 6 total credits

SPE 300CA ~3 credits

Orientation to the Exceptional Child

ELL 300 ~3 credits

Instruction and Assessment of English Language Learners

Elementary Methods & Assessment, 6 total credits

EED 436CA ~3 credits

Elementary Methods: Social Science and Fine Arts

EED 438CA ~3 credits

Elementary Methods: Mathematics and Science

Field Experience and Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:

EED 498CA ~4 credits

Elementary Student Teaching, Seminar I

EED 499CA ~4 credits

Elementary Student Teaching, Seminar II

Students with no prior completion of a TPA course as of 1/1/2018 and later:

EED 491CA ~4 credits

Elementary Clinical Practice A

EED 492CA ~4 credits

Elementary Clinical Practice B

TPA, 2 total credits

Students who began TPA 001 prior to 1/1/2018:

TPA 001 ~ *obsolete 7/1/2020* 1 credit

Subject Specific Pedagogy

TPA 002 ~ *obsolete 7/1/2020* 1 credit

Designing Instruction

Students with no prior completion of a TPA course as of 1/1/2018 and later:

TPA 100 ~ 1 credit

TPA Planning and Instruction

TPA 200 ~ 1 credit

TPA Instruction and Assessment

The University reserves the right to modify the required course of Study.

General Information for the BSLS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement. admission application will be placed in Pathway B.
- Students who are placed in the Accelerated Pathway may choose to pursue the standard pathway without appeal, but must complete the standard pathway in its entirety upon the change. Students who are placed in the standard pathway must appeal to pursue the Accelerated Pathway.

Additional Admission Requirements for the BSLS

All applicants are expected to meet the following admissions requirements:

- A signed New Student Checklist.
- Students who reside outside of the state of California are not eligible to apply.
- For students with an admission application or program change enrollment agreement signed prior to 1/1/2018: a signed CalTPA Code of Honor
- Students who have previously completed an Associate degree for transfer in Elementary Teacher Education, Early Childhood, Child and Adolescent Development, or in a similarly related education field in the state of California with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, will be considered as satisfying 48 general education credits within the program. This includes the following: 12 credits in English/Language Arts, 3 credits in Mathematics, 12 credits in Physical/Biological Science, 12 credits in Social Studies, and 9 credits in Fine Arts. The transfer coursework will be applied as a block at the time of admission to the program.

Students using this policy will need to meet the following conditions:

- Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy
- Complete 9 credits in English/Language Arts (3 credits in American Literature, 3 credits in College Composition, and RDG 201CA)
- Complete 9 credits in Mathematics (3 credits in Quantitative Reasoning, MTH 213, and MTH 214)
- Complete 3 credits in Social Studies (HIS 110CA)
- Complete 6 credits in Humanities (HUM 375CA and PHL 310CA)
- Complete 6 credits in Health/Physical Education (3 credits in Human Nutrition and HPE 270)
- Meet all pre-requisite, proficiency, and/or state specific content requirements as outlined in the program policies.

Candidacy Status for the BSLS

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of EDU 301CA. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.

- Completion of all General Education Requirements
- Demonstration of basic skills proficiency

Students who reside in California and are enrolled in a California approved program (BSLS) must meet approved basic skills proficiency as determined by the California Commission on Teacher Credentialing.

- Verification of Certificate of Clearance
- Must provide one of the following verifications:
 - The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- Verification of negative TB test results, or other approved TB clearance documentation.

Note: Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSLS

- Completion of a minimum of 121 credits that include the following distribution:
 - A minimum of 43 upper division credits.
 - A minimum of 81 of the 121 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.5.
- Completion of Teacher Performance Assessment
- Satisfactory completion of student teaching.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Record (100 hours).
- All Students must complete the minimum number of credits required by their degree program.
- The diploma awarded for this program will read as:
Bachelor of Science in Liberal Studies

Academic Progression Requirements for the BSLS

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of General Education requirements.
- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series categories which will contribute to fulfillment of General Education requirements:
 - Psychology - 3 credits - PSY 110
 - College level research and writing - 6 credits - ENG 100, ENG 200
 - Economics - 3 credits - FP 100
 - Critical thinking - 3 credits - HUM 115
- Concurrent enrollment is prohibited during any of the Phoenix Success Series courses.
- The Phoenix Success Series must be completed within the first 6 courses upon enrollment and prior to beginning the required course of study. The Phoenix Success Series contributes to fulfillment General Education and elective requirements.

Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.

Students have the following options to fulfill proficiency:

- Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
- Comparable transfer coursework from a college or university with approved institutional accreditation, or credit recommended by the American Council on Education transfer activity that meets the following requirements:
 - Grade of C- or better (or academic equivalent)
 - At least 2 semester credits
 - Eligible to receive general education credits
- National College Credit Recommendation Service (NCCRS) credit recommendations
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
- Demonstrate competency by meeting the minimum passing score on a UOPX approved placement exam.

Students who satisfy the English and/or math proficiency and sign a new Enrollment Agreement may carry forward the completed proficiency into their new program/version provided they have remained in continuous attendance according to the University's Academic Program Re-entry policy.

Candidates must provide verification of the following prior to beginning student teaching. Candidates must provide:

- Verification of content knowledge mastery prior to student teaching (CSET content exam)
 - The validity period of passing exam scores is determined by each state at their discretion. The College of Education accepts exam scores that are no more than 10 years old. Candidates may be required to retake their exams if the exam scores are no longer valid in their state.

- Candidates who have successfully completed TPA 001 prior to 1/1/2018 and who begin their Student Teaching before 7/1/2020 -: Passing score on CalTPA 1 (Subject- Specific Pedagogy) and CalTPA 2 (Designing Instruction)
- Completion of all coursework prior to Student Teaching Seminar I & II with a 2.5 program GPA
- Verification of the completion of 100 hours of field experience.
- All students who begin their Student Teaching 7/1/2020 or later, must take the edTPA Student Teaching courses and pass edTPA in order to be eligible for licensure.

Candidates will be required to have a 2.5 GPA for the program at the time they apply for the student teaching experience and prior to the approval of their student teaching experience.

A candidate must earn a grade of "C" or better in the following course. Grades of "I" and "C-" are not accepted: HIS 110

Minimum Grade Requirements for the BSLS

- A candidate must earn a grade of "B" or better in all student teaching courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or student teaching: EED 498CA, EED 499CA, EED 491CA, EED 492CA
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended and permanently withdrawn from the program.

Residency Requirements and Course Waivers for the BSLS

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at UOPX.

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver with credit for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students may use a 2 semester credit Constitution course to satisfy the HIS 305CA or HIS 110CA constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213CA and MTH 214CA requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EED 491CA, EED 492CA, EED 498CA, EED 499CA, GEN 127, GEN 201

General Education Requirements for the BSLS

A minimum of 81 of the 121 credits must be in the general education areas approved by the University.

English/Language Arts, 21 credits

Must include the following:

Pathway B must include: 3 credits in critical thinking

Pathway B must include: 3 credits in college-level research and writing

6 credits in Writing (RDG 201CA)

3 credits in Communication

3 credits in Linguistics

3 credits in American Literature

3 credits in Reading

Note: The 3 credits in college-level research and writing required for Pathway B students applies towards the 6 credits in Writing requirement.

Note: Pathway A students are not required to complete 3 credits in critical thinking and may take any English/Language Arts course applicable to the required categories listed to satisfy their 3 remaining credits.

Mathematics, 12 credits

Must include: MTH 213 & MTH 214

Must include 6 credits of quantitative reasoning or higher

Physical/Biological Science, 12 credits

Must include the following:

3 credits in Physics

3 credits in Biology

3 credits in Chemistry

3 credits in Earth Science

Social Studies, 15 credits

Must include the following:

6 credits in World History

3 credits in CA History (HIS 305)

6 credits in U.S. History (HIS 110CA)

Fine Arts, 9 credits

Must include: ARTS 100, ARTS 230, and ARTS 340

Humanities, 6 credits

Must include: HUM 375CA and PHL 310CA

Health/Physical Education, 6 credits

Must include the following:

3 credits in Health/PE (HPE 270)

3 credits in Human Nutrition

Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by an approved institutional accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University.

In order to satisfy RDG 201CA with transfer coursework, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).

Coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory will be accepted towards student's degree requirements.

The following courses may not be satisfied by transfer coursework or nontraditional credit (i.e. PLA, NTP, Military, ACE, etc.) and must be completed at UOPX: HUM 375CA, PHL 310CA

All undergraduate students are required to complete the minimum general education credits required by their program version.

Students who lack .67 or fewer general education credits may use liberal arts credits to satisfy the balance in order to complete the minimum general education credits required for their program.

Field Experience for BSLS

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. As part of the verified field experiences, candidates must also complete guided field experience requirements. The guided field experience requirements will be satisfied through the completion of Guided Field Experience assignments in specific courses required by the candidate's program. Documentation of field experience will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience. Candidates must be placed for field experience by the campus. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

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Student Teaching for the BSLS

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Liberal Studies program. Candidates must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Candidates must complete a total of two placements, one in each of the two elementary grade levels: K-2 and 3-6. These placements must be in self-contained classroom settings in which the candidate teaches the four core subject areas - English language arts, math, social studies, and science - to the same group of students.
 - Enrollment Agreements signed prior to 7/1/2021: One placement is seven weeks and the other placement is eight weeks.
 - Enrollment Agreements signed 7/1/2021 or later: One placement is eight weeks and the other placement is nine weeks.
- Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or "W"), the student will receive a grade of "F" for the course, they will be Scholastically Disqualified and they must repeat the course.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
 - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two student teaching attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
 - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of student teaching:
 - Candidates that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two student teaching attempts. .
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
 - Candidates that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Candidates that do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Candidates should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
 - Enrollment Agreements signed prior to 7/1/2021: Candidates must complete a minimum of 15 weeks of student teaching.
 - Enrollment Agreements signed 7/1/2021 or later: Candidates must complete a minimum of 17 weeks of student teaching.
- Candidates must complete a minimum of 8 credit hours of student teaching, including the completion of a Teaching Performance Assessment.
- Student teaching cannot be waived unless a documented exception exists in program policy. SAC appeals to waive student teaching will not be accepted.

Re-entry for the BSLS

Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.

Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.

Missouri, Montana, New Jersey, New Mexico, Puerto Rico, Texas and Wyoming residents: seeking to re-enter an Arizona-approved program who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Effective for California residents with an enrollment agreement signed 1/1/2020 or later: Candidates re-entering a teacher licensure program must complete the edTPA Student Teaching courses. Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSLS

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).
- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- All students obtaining an IR after 7/1/2020, must complete edTPA. The IR will not be issued unless evidence of passing edTPA is provided.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C" or better).
- Candidates must provide verification of current and appropriate CPR certification, as defined by the California Commission on Teacher Credentialing, prior to being recommended for their credential.
- Candidates must pass the RICA exam.
- Candidates must pass their Teacher Performance Assessment

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA/001: Subject-Specific Pedagogy (course and assessment) and TPA/002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are required in order to be provided with an Institutional Recommendation. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.
- Candidates who are unable to pass Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction after the allotted number of attempts are permanently removed from the program.
TPA 1 and TPA2 = 3 attempts
- Students who transfer into the BSLS program and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

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GRADUATE PROGRAMS

Admission Procedures

Application Process

Students seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee (if applicable) is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States (US) to meet admission requirements may enroll in University of Phoenix (UOPX) courses prior to official admission only if they meet all the following requirements:

- If residing in the US, have an appropriate immigrant or nonimmigrant status that does not prohibit educational studies;
- Graduate applicants must have a pre-evaluation completed by the Office of Admissions and Evaluation indicating that the applicant has the appropriate academic background to meet admission requirements;
- Must satisfy all other program-specific admission requirements.

Applicants who have earned an undergraduate degree, or other transfer credit, from an institution outside of the US, but who have earned a master's degree from a college or university with approved institutional accreditation are eligible to enroll with the University at the graduate level. All program-specific admission requirements must have been satisfied by the master's degree.

Undergraduate applicants relying on educational credentials from an institution outside of the US may enroll in UOPX courses upon the completion of their Admission Application and Enrollment Agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the US, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation. These are used to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes, previous academic credentials earned outside of the US must meet the University's verification standards prior to rendering an official admission or transfer credit decision. Verification of previous academic credentials earned outside of the US can be satisfied by one the following methods:

- Receipt and verification of official academic credentials issued directly to UOPX by the applicant's previous institution;
- Receipt and verification of official academic credentials held in possession of the applicant as the official record of academic studies conducted in the applicant's specific country;
- Receipt and verification of official correspondence issued directly to UOPX by the applicant's previous institution indicating that copies of academic credentials and/or level study is valid;
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admissions and Evaluation.

For applicants with academic records from colleges or universities earned outside of the US with approved institutional accreditation, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the US are considered comparable to US secondary completion credentials and do not need to be validated unless required by the applicant's state or jurisdiction.

Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies are included with each program's admission requirements.

If documents are issued to UOPX in a language other than English, the applicant will be required to obtain an official translation and submit it to UOPX. Translations must be completed and verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate, or by the Office of Admissions and Evaluation at UOPX if translation services are provided for that specific language.

The University is authorized under federal law to enroll nonimmigrant applicants. UOPX only issues Forms I-20/A-B to border commuters and approved doctoral applicants during their residency in the US. Form I-20/A-B is required by applicants who need to obtain F-1 (Student) visas to attend school in the US. The University is only authorized to issue the I-20 for applicants who will attend specific campus locations and programs recorded with the Department of Homeland Security.

Admission of international applicants will only be made as permitted by US law. UOPX will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For purposes of this policy an international applicant is defined as a non-US citizen or an applicant with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

All academic credentials sent to UOPX will become the possession of UOPX and will not be returned to applicants unless prior approval was granted by the Office of Admission and Evaluation.

Admission Deadlines

University of Phoenix (UOPX) cannot guarantee that students who begin coursework will be admitted to their degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth UOPX course. Students who are unable to be admitted by the completion of their fourth UOPX course will be administratively withdrawn from the University and placed in Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix (UOPX).

- No appeals will be accepted for students expelled from UOPX.
- Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Students who fail to disclose all prior colleges and universities attended on their Admission Application may be charged under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- or-
- Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
- or-
- Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- or-
- Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.
- or-
- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- or-
- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- or-
- Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
- or-
- Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Unless excused because of religious belief or medical condition, students attending a physical campus in Nevada are required to submit to the University proof of immunity to Tetanus, Diphtheria (Td or Tdap), and Measles, Mumps, Rubella (MMR). Students under 23 years of age and having fewer than 24 credits must also submit to the University proof of immunity against Meningitis; vaccination with at least one dose of a quadrivalent meningococcal conjugate vaccine (MenACWY) on or after age 16 will satisfy this requirement.

Program Length

The anticipated "normal time" to complete a master level program is as follows: Education - 71 to 94 weeks, Health Professions (single degree) - 84 to 102 weeks, Health Professions (Competency Based) - 48 weeks, Health Professions (dual degree) - 117 to 147 weeks, Nursing (single degree) - 92 to 100 weeks, Nursing (MSN/FNP) - 165 weeks, Nursing (dual degree) - 140 to 164 weeks, Social and Behavioral Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 114 weeks, Social and Behavioral Sciences (Counseling) - 132 to 179 weeks, Business and Information Technology - 78 to 102 weeks, Business and Information Technology (Competency Based) - 48 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load successfully completes each attempted course and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, social work, criminal justice and security, and public administration. The College provides innovative, relevant, and student-focused educational programs designed to prepare students for opportunities of service and leadership in the fields of social and behavioral sciences. These programs are developed and taught by highly skilled practitioners in their respective fields who emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Through individual and collaborative work in theory and practice, students can acquire the knowledge and skills needed for today's work environment.

Master of Science in Counseling/Marriage, Family and Child Therapy (California)

The following Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling degree program with a specialization in Marriage, Family, and Child Therapy provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MFCT specialization provides client-centered advocacy to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients achieve their goals. The program encompasses foundations of counseling and guidance including theories and their application with individuals, groups, and families, lifespan development, resilience, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. In addition, the specialization covers cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. The program meets the 2012 California MFT requirements.

View state licensure requirements for this program: <https://www.phoenix.edu/colleges/college-of-social-and-behavioral-sciences/state-requirements.html>

Program Purpose

The Master of Science in Counseling/ Marriage, Family and Child Therapy degree program meets the California Licensed Marriage Family and Child Therapy (LMFT) and Licensed Professional Clinical Counselor (LPCC) educational requirements for registration with the Board of Behavioral Sciences (BBS) as an Associate Marriage and Family Therapist (AMFT) and an Associate Professional Clinical Counselor (APCC). Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to sit for the LMFT and LPCC licensure exams in California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will demonstrate knowledge, skills and dispositions key to success in professional counseling, advocacy, and ethical practice.
- Students will demonstrate knowledge, skills and dispositions in social and cultural diversity that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
- Students will demonstrate an understanding of human growth and development to include wellness, the importance of mindbody interactions and their effect on physical and psychological well-being; the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
- Students will demonstrate an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
- Students will demonstrate an understanding of counseling and helping relationships to include philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper selfunderstanding and self-development; facilitation of client or consultee change; and techniques for prevention and intervention.

- Students will demonstrate an understanding of group counseling and group work to include group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills, and other group approaches.
- Students will demonstrate an understanding of assessment and testing to include group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals, and use of appraisal results in helping processes.
- Students will demonstrate an understanding of counseling research and program evaluation to include types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.
- Students will demonstrate effective communication in the classroom and workplace.

MFCT-Specific Program Student Learning Outcomes

- The student will be able to apply historical, philosophical, and theoretical foundations of marriage, family, and child counseling in all aspects of professional practice.
- The student will be able to apply culturally responsive marriage, family, and child counseling, prevention, and intervention in all aspects of professional practice.

MSC/MFCT Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CNSL 502.....	0 credits
Graduate Portfolio I	
CCMH 510 ~	3 credits
Multicultural Issues in Mental Health Counseling	
CCMH 504 ~	3 credits
Individual and Family Development Across the Life Span	
CCMH 506 ~	3 credits
Personality Theories and Counseling Models	
MFCC 551CA ~	3 credits
Legal and Ethical Issues in Marriage and Family Therapy	
CCMH 551 ~	3 credits
Individual Counseling	
CCMH 525 ~	3 credits
Research Methods for Mental Health Counselors	
CCMH 535 ~	3 credits
Psychometrics	
CCMH 544 ~	3 credits
Introduction to Clinical Assessment	
CCMH 548 ~	3 credit
Psychopathology: Advanced Clinical Assessment	
CNSL 556 ~	0 credits
Portfolio II	
MFCC 556 ~	3 credits
Family Systems Theory	

MFCC 561 ~	3 credits
Family Interventions	
CCMH 568 ~	3 credits
Group Counseling	
CCMH 521 ~	3 credits
Psychopharmacology/Biological Basis of Behavior	
CCMH 561 ~	3 credits
Dependency and Addictions	
MFCC 591O ~	0 credits
Orientation To Practicum in Marriage and Family Counseling	
MFCC 537 ~	3 credits
Child and Adolescent Counseling	
CCMH 540 ~	3 credits
Career and Vocational Counseling	
MFCC 567 ~	3 credits
Seminar in Marriage and Family Counseling	
MFCC 592 ~	3 credits
Practicum	
MFCC 597A ~	3 credits
Internship A	
MFCC 597B ~	3 credits
Internship B	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/MFCT

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL 502 - Portfolio I.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- A minimum equivalent of two (2) years post-high school paid and/or volunteer work experience.
- A signed Criminal Conviction Disclosure Form.

- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait 6 months before reapplying. Passing Portfolio I is limited to a total of three attempts.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.

Degree Requirements for the MSC/MFCT

- Completion of a minimum of 60 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Master of Science in Counseling
Marriage, Family and Child Therapy

Academic Progression Requirements for the MSC/MFCT

- The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: MFCC 591, MFCC 599A, MFCC 599B.
- The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 544, CCMH 548, CCMH 551, CCMH 568, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567.
- Completion of all courses with a grade of "B -" or better. Students must maintain an overall GPA of at least 3.0.
- MSC students who wish to transfer to another campus or modality (even within the same state), or update versions must appeal to SAC.

Academic Standing and Minimum Grade Requirements for the MSC/MFCT

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B -" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-" and does not receive a grade of "B -" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months and will be required to follow the Supplemental Standards referral process. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
- Students who fail to meet the minimum grade requirement for MFCC 592, MFCC 597A, and MFCC 597B will be required to follow the Supplemental Standards referral process. Residencies and Clinical Placements are key components of the MSC/MFCT program and failure to meet the minimum grade requirement will require a robust remediation plan with input from a college designee.
- Students in the College of Social and Behavioral Sciences graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/MFCT

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC or candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: CCMH 544, CCMH 548, CCMH 551, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567, MFCC 592, MFCC 597A, MFCC 597B

Re-entry for the MSC/MFCT

- All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Portfolio class before being readmitted to the program.
- If students are required to retake CNSL 502 Portfolio I and they do not pass the course, they may reapply for the Counseling program in three (3) months as long as they would not exceed three total attempts to complete the course. Passing Portfolio I is limited to a total of three attempts, which includes the attempts prior to their original admission to the program.
- If students are required to retake CNSL 556 Portfolio II, they must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt, the student will be denied admission, and administratively withdrawn from the Master of Science in Counseling program.

COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Consistent with the values, mission, and purpose of the University of Phoenix, the College of Business and Information Technology mission is to provide innovative, industry-relevant, and accessible higher education that prepares learners to be competent, responsible and ethical practitioners and leaders for career success. Our goal is to make a difference in the lives of our students and their organizations. Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology will be a preferred source for finding and developing emerging leaders for organizations through the delivery of real-time education solutions that are relevant and immediately applicable to solving business challenges. The College of Business and Information Technology adheres to values that are consistent with the University's values of Brave, Honest, and Focused. We believe that every staff and faculty member should have a commitment to learning, intellectual diversity, embracing innovation and improving society. We should empower excellence while acting with integrity, and treating others as we would like to be treated.

Master of Business Administration

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of leadership competencies as well as graduate business standards as reflected by existing international accreditation agencies. In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.
- Understand a broad range of theoretical and practical applications in business.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate decision-making skills to solve complex organizational problems.
 - Recognize and solve problems systematically to make better business decisions.
 - Evaluate risks and develop plans to lessen or eliminate their impact.
 - Integrate knowledge and reach decisions with incomplete or limited information.
 - Apply a broad range of theoretical and practical applications to business.
- Create strategies for business growth based on an organization's mission, vision, and values.
 - Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
 - Develop awareness of one's own personal values and how they affect business decision making.
 - Assess whether an organization's plans and actions are aligned to meet its values.
 - Apply a broad range of theoretical and practical applications to business.
- Synthesize leadership skills to foster innovation and facilitate change in a dynamic business environment.
 - Manage, develop, and motivate personnel to meet changing organizational needs.
 - Apply a broad range of theoretical and practical applications to business.
- Evaluate the global/external environment to sustain an organization's competitive advantage.
 - Leverage technology in a global environment to create sustainable competitive advantage.
 - Apply a broad range of theoretical and practical applications to business.
- Integrate managerial skills to address the needs of a rapidly changing business environment.

MBA Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Tier 1: Awareness, 15 total credits

Core Knowledge and Skill Development

MGT 526	3 credits
Managing in a Changing Environment	
ORG 535 ~	3 credits
People and Organizations	
LDR 535 ~	3 credits
Leading Change	
ECO 535 ~	3 credits
The Digital Economy	
ACC 543 ~	3 credits
Managerial Accounting & Legal Aspects of Business	

Tier 2: Create and Innovate, 18 total credits

Business Plan Dev. (Ability)

FIN 571 ~	3 credits
Corporate Finance	
DAT 565 ~	3 credits
Data Analysis and Business Analytics	
OPS 574 ~	3 credits
Creating Value Through Operations	
MKT 574 ~	3 credits
Marketing: Social, Mobile, and Analytics	
MGT 576 ~	3 credits
Opportunity Evaluation and Value Creation	
STR 581 ~	3 credits
Strategic Planning & Implementation	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated in cumulative GPA for admissibility.

Degree Requirements for the MBA

The degree requirements for this program are the following:

- Completion of a minimum of 33 credits.
- A minimum GPA of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as:
Master of Business Administration

Academic Progression Requirements for the MBA

- Managing within a Changing Environment (MGT 526) must be taken as the first core course in the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students in this program may waive a maximum of 9 credits from their required course of study.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA 024 program to satisfy residency for MBA degree conferral.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
 - The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
 - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Upon approval by the College of Business and Information Technology, students may be able to waive certain Tier I courses outside of standard course waiver policy requirements through an approved Graduate PLA Package.
- The following courses may not be waived: MGT 526, STR 581
- The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral degree program, students are eligible to satisfy required course(s) within the doctoral degree program.
- Students must earn a B- or better in the doctoral level courses in order to apply them toward the master's degree program and the doctoral degree program. Students who are allowed to apply a doctoral course with a grade lower than a B- to their master's program will need to retake the course in the doctoral program to achieve a B- grade.
- Student schedules may need to be adjusted, or students will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic counselor and finance advisor for further information.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

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COLLEGE OF NURSING

Programs in the College of Nursing are designed to support the career advancement and educational needs of registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry—from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment—today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® College of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- College of Nursing Programs

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of Sigma, a virtual chapter that supports members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

Sigma has more than 135,000 active members who reside in more than 100 countries. There are roughly 540 chapters at more than 700 institutions. To learn more about Sigma visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at

<https://omicrondelta.sigmanursing.org/home>

Academic Progression Requirements for all Current Nursing Programs

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN, DNP, and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of the program handbook) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Master of Science in Nursing Concentration in Nurse Administration

The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk. The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:
<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to formulate a strategic plan and distinguish the key components required for success.
- Students will be able to analyze a budget and assure needed resources are planned for.

- Students will be able to predict the needed resources (human and financial) to meet desired outcomes.
- Students will be able to implement change to meet desired quality measures.
- Students will be able to modify policies to meet external regulatory and accreditation standards.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Administration (MSN/ADM). The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511.....	3 credits
Contemporary Nursing Practice	
NSG 512	3 credits
Nursing Research	
NSG 513	3 credits
Inter-professional Leadership and Management	
NSG 514	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 557	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547	3 credits
Human Resources Management	
NSG 567	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	
Graduate Elective Requirement.....	6 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.

- Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
- Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
 - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
 - Completed within the past ten (10) years from current program enrollment agreement sign date
 - A minimum grade of "C-" or better.

Re-entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Administration Bridge

The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk. The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:
<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Administration (MSN/ADM). The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 415	3 credits
Theory-Based Nursing Practice	
NUR 403	3 credits
Theories and Models of Nursing Practice	

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451	3 credits
Professional Nursing Leadership Perspectives	
NSG 397	3 credits
Professional Nursing Role	
NUR 391	3 credits
Professional Nursing Practice	
NUR 440	3 credits
Health Assessment and Promotion for Vulnerable Population	

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 455	3 credits
Evidence-Based Practice and Statistics	
NUR 443	3 credits
Evidence-Based Nursing Research and Practice	

Required Course Sequence

NSG 416	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 451	3 credits
Professional Nursing Leadership Perspectives	
NSG 456	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 511 ~	3 credits
Contemporary Nursing Practice	
NSG 512 ~	3 credits
Nursing Research	

NSG 513 ~	3 credits
Inter-professional Leadership and Management	
NSG 514 ~	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 557 ~	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577 ~	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547 ~	3 credits
Human Resources Management	
NSG 567 ~	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	
Graduate Elective Requirement	6 credits
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.

- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.
- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
 - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
 - Completed within the past ten (10) years from current program enrollment agreement sign date
 - A minimum grade of "C-" or better.

Re-Entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).

- The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.

- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Education

The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.

- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to justify teaching methodologies which support adult learning.
- Students will be able to design engaging learning activities.
- Students will be able to plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.
- Students will be able to design tools that evaluate formative and summative student learning.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Education (MSN/NED). The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511.....	3 credits
Contemporary Nursing Practice	
NSG 512	3 credits
Nursing Research	
NSG 513	3 credits
Inter-professional Leadership and Management	
NSG 514	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 501 ~	3 credits
Pathophysiology, Assessment Variables and Pharmacology I	
NSG 502 ~	3 credits
Pathophysiology, Assessment Variables & Pharmacology II	
NSG 531	3 credits
Program and Course Development	
NSG 532	3 credits
Innovative Curriculum Design	
NSG 533	3 credits
Educational Assessment and Evaluation	
NSG 534	3 credits
Facilitating Engaged Learning	
NSG 516ED ~	3 credits
Practicum I	
NSG 517ED ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. or applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.

- Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-Entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Education Bridge

The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Education (MSN/NED). The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416.....	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 415.....	3 credits
Theory-Based Nursing Practice	
NUR 403	3 credits
Theories and Models of Nursing Practice	

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451.....	3 credits
Professional Nursing Leadership Perspectives	
NSG 397.....	3 credits
Professional Nursing Role	
NUR 391	3 credits
Professional Nursing Practice	
NUR 440	3 credits
Health Assessment and Promotion for Vulnerable Population	

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456.....	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 455.....	3 credits
Evidence-Based Practice and Statistics	
NUR 443	3 credits
Evidence-Based Nursing Research and Practice	

Required Course Sequence

NSG 416	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 451	3 credits
Professional Nursing Leadership Perspectives	
NSG 456	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 511 ~	3 credits
Contemporary Nursing Practice	
NSG 512 ~	3 credits
Nursing Research	
NSG 513 ~	3 credits
Inter-professional Leadership and Management	
NSG 514 ~	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 501 ~	3 credits
Pathophysiology, Assessment Variables and Pharmacology I	
NSG 502 ~	3 credits
Pathophysiology, Assessment Variables & Pharmacology II	
NSG 531 ~	3 credits
Program and Course Development	
NSG 532 ~	3 credits
Innovative Curriculum Design	
NSG 533 ~	3 credits
Educational Assessment and Evaluation	
NSG 534 ~	3 credits
Facilitating Engaged Learning	
NSG 516ED ~	3 credits
Practicum I	
NSG 517ED ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

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COLLEGE OF EDUCATION

The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

Master of Arts in Education/Administration and Supervision (Non-Licensure) (California)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM2) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Administration and Supervision program provides a masters degree, non-licensure, for alternative path California approved principal licensed individuals. The program enhances the California Administrative standards by addressing knowledge, skills and dispositions to be successful school leaders who can apply theory to practice. This program encompasses instructional leadership, organizational management, technology management and data-driven decision-making.

Program Purpose

The Master of Arts in Education/Administration and Supervision (non-licensure track) is a graduate degree program intended for CA licensed principals to further expand their education in leadership and theory in education administration. Candidates for this program must have a bachelor's degree and a CA principal license. This program does not prepare students for any type of professional certification or licensure as a teacher, principal or administrator.

Preferred Sequence for the MAED/ADM2

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

ADMIN 500 0 credits

Orientation to Administration and Supervision

Introductory Course, 1 total credit

COM 516 1 credit

Professional Communications

Action Research and Evaluation, 4 total credits

EDD 581 4 credits

Action Research and Evaluation

Administrative Internship/Practicum, 3 total credits

ADMIN 594A 1 credit

Administrative Practicum Part I: Instructional Leadership

ADMIN 594B ~ 1 credit

Administrative Practicum Part II: Organizational Management

ADMIN 594C ~ 1 credit

Principal Practicum Part III: Prof Perspectives & Ref Prac

Introduction to the Principalship, 12 total credits

ADMIN 518 3 credits

Leadership and Collaborative Processes

ADMIN 570 3 credits

Equity, Diversity, and Access in Education

ADMIN 555 3 credits

School Policy and Law for Principals

ADMIN 575 3 credits

Family, Community and Media Relations

Functions and Strategies, 15 total credits

ADMIN 524 3 credits

Supervision of Curriculum, Instruction and Assessment

ADMIN 528 3 credits

Administration of Special Programs

ADMIN 535 3 credits

Business and Facilities Management

ADMIN 560 3 credits

Human Resources Leadership and Management

ADMIN 565 3 credits

School Improvement Processes

Administrative Elective, 3 total credits

AET 560	3 credits
Facilitating Change	
AET 562	3 credits
Social Media for Professional Learning	
CUR 550.....	3 credits
Engaging in Communities of Practice	
CUR 555.....	3 credits
Professional Learning for Continuous Improvement	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MAED/ADM2

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree or higher from college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or equivalent undergraduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Must be a California resident and have completed a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program, and hold a CA Preliminary Administrator Service Credential or a California Administrative Service Certificate of Eligibility, in addition to their undergraduate degree.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A signed MAED/ADM2 New Student Checklist.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program.

Degree Requirements for the MAED/ADM2

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Administration and Supervision

Minimum Grade Requirement for the MAED/ADM2

- Candidates must earn a "B" or better in all internship courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or internship: ADMIN 594A, ADMIN 594B, ADMIN 594C
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be scholastically suspended and permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM2

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 12 graduate level credits at the University.
- Students in this program may waive a maximum of 26 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for accreditation.
 - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Candidates who have successfully completed a California Commission on Teacher Credentialing approved Administrative Services Preliminary Program and hold an approved administrative services credential from the California Commission on Teacher Credentialing that is in good standing have satisfied the principal internship/practicum experience as part of the Administrative Services licensure requirements. These candidates may waive the following courses in this program: ADMIN 500, ADMIN 518, ADMIN 524, ADMIN 535, ADMIN 565, ADMIN 575, ADMIN 594A, ADMIN 594B, ADMIN 594C, CUR 555, EDD 581

- The following courses in the Required Course of Study may not be waived: ADMIN 528, ADMIN 555, ADMIN 560, ADMIN 570, COM 516

Internship/Practicum and Field Experience for the MAED/ADM2

Upon the successful completion of a California state license, a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program, CA residents may waive the following practicum and field experiences in this program:

Internship/Practicum Policies

- The Administrative Internship/Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship/practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship/practicum courses concurrently with the internship/practicum experience. If a candidate chooses to postpone the internship/practicum, he/she must postpone their enrollment in the internship/practicum courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Removal from a placement at the request of an appointed administrator from the internship location or UOPX:
 - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two internship attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
 - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of an internship:

- Candidates that execute an unapproved self-termination of an internship, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two internship attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Candidates that execute an unapproved self-termination of an internship, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Candidates that do not successfully complete a successive attempt of the internship experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates should complete the internship within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the internship courses).

Field Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be maintained and reviewed as specified in the handbook/courses and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Re-entry for the MAED/ADM2

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.

- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the MAED/ADM2

- The MAED/ADM2 program is Non-Licensure. Graduates of this program will not receive an IR.

Master of Arts in Education/Adult Education and Training

The following Master of Arts in Education/Adult Education and Training (MAED/AET) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Master of Arts/Adult Education and Training (MAED/AET) program is to develop skills and knowledge of individuals interested in working with adult learners. Learners develop competencies and expertise necessary to align education and training with strategic objectives and human services foundations across an enterprise with culturally diverse populations. Learners expand their knowledge in andragogical theory, instructional design and strategies, assessment of learning, delivering online learning, management and marketing, and technology integration. In addition, learners engage in practice through collaborative learning, social media, and community-based learning. Graduates will be able to serve adult students, colleagues, industries, and communities as educators and trainers.

The Master of Arts/Adult Education and Training (MAED/AET) program is designed for individuals interested in working with adult lea

Program Purpose

The Master of Arts in Education/Adult Education and Training is a graduate degree program intended for students interested in working with adult learners in an educational or training environment. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

- In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.
- Students will be able to design and implement instructional practices to produce a positive impact on adult learning.
 - Students will be able to understand the process of organizational change and how to communicate effectively to stakeholders.
 - Students will be able to evaluate the educational and training needs of an organization.

- Students will be able to create innovative strategies and incorporate technology in adult education and training programs.

Program Requirements for the MAED/AET

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 520	3 credits
Organizational Communication for Adult Education and Training	
AET 500	3 credits
Foundations of Adult Learning Theory	
AET 508	3 credits
Community-Based Education	
CUR 516 ~	4 credits
Curriculum Theory and Instructional Design	
CUR 518 ~	3 credits
Multicultural Strategies for the Adult Learner	
CUR 528 ~	3 credits
Assessment of Learning	
CUR 532 ~	3 credits
Facilitating Online Learning	
AET 552	3 credits
Marketing Adult Education	
AET 560	3 credits
Facilitating Change	
AET 562	3 credits
Social Media for Professional Learning	
AET 570 ~	3 credits
Program Development in Adult Education	
The University reserves the right to modify the Program Requirements.	

Additional Admission Requirements for the MAED/AET

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e.- JD, LLB, LL.M). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Degree Completion Requirements for the MAED/AET

- The completion of a minimum of 34 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read:
Master of Arts in Education Adult Education and Training

Residency Requirements and Course Waivers for the MAED/AET

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Any student in MAED/TED-Elementary, MAED/TED-Secondary, or MAED-Special Education who have completed a minimum of 12 credits, and for whom Candidacy Level II status equals 2N, is eligible to enter the MAED/AET program using the following course waivers:

Program	Courses Waived	Using Courses (or equivalents)
MAED/TED-E	AET 500 (3 credits)	MTE 501 (2 credits)
	CUR 516 (4 credits)	MTE 508 (3 credits)
	CUR 528 (3 credits)	MTE 562 (3 credits)
	Total credits: 10	Total credits: 8
		Or
		MTE 516 (3 credits)
		ELM 533 (3 credits)
		MTE 511 (3 credits)
		Total credits: 9
MAED/TED-S	AET 500 (3 credits)	MTE 501 (2 credits)
	CUR 516 (4 credits)	SEC 508 (3 credits)
	CUR 528 (3 credits)	MTE 562 (3 credits)
	Total credits: 10	Total credits: 8
		Or
		MTE 516 (3 credits)
		SEC 533 (3 credits)
		MTE 511 (3 credits)
		Total credits: 9

Program	Courses Waived	Using Courses (or equivalents)
MAED/SPE	CUR 516 (4 credits)	MTE 508 (3 credits) and SPE 511 (3 credits) -or- SPE 578 (3 credits) and SPE 546 (3 credits) or SPE 584 (3 credits)

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

The following course(s) may not be waived: COM 520

Academic Progression for the MAED/AET

Students must successfully complete COM 520 as the first course in the program

Re-entry for the MAED/AET

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Master of Arts in Education/Educational Studies

The following Master of Arts in Education/Educational Studies (MAED/ES) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

***Note: This program is not eligible for Federal Student Financial Aid funds.*

Program Purpose

The Master of Arts in Education/Educational Studies is a graduate degree program intended for students who have completed all coursework from a UOPX initial licensure program with the exception of both student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

Program Category Requirements for the MAED/ES

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select one course from each Elective category selection below to complete the 6 credit requirement:

Elective One, 3 total credits

AET 500.....	3 credits
Foundations of Adult Learning Theory	
AET 552.....	3 credits
Marketing Adult Education	
AET 560.....	3 credits
Facilitating Change	
AET 562.....	3 credits
Social Media for Professional Learning	

Elective Two, 3 total credits

CUR 520.....	3 credits
Advocating for Learning	
CUR 525.....	3 credits
Ethical Issues in Education	
CUR 550.....	3 credits
Engaging in Communities of Practice	
CUR 555.....	3 credits
Professional Learning for Continuous Improvement	

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/ES

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must have been admitted and officially evaluated into their UOPX previous pre-licensure program
- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH
Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.
- Applicants to this program must have completed all coursework from their UOPX previous pre-licensure program with the exception of both Student Teaching (Clinical Practice) courses.
- Students will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than ten (10) years in the past.
- Applicants may have up to one (1) year upon program enrollment agreement sign date or their original pre-licensure program completion deadline, whichever comes later, to complete the program.

Degree Completion Requirements for the MAED/ES

- Completion of a minimum of 32 credits to earn a university degree.
- Completion of two (2) MAED/ES Elective courses in addition to all completed coursework from the previous pre-licensure program, with the exception of student teaching.
- A minimum grade point average (GPA) of 3.0.
- MAED/ES graduates will not be permitted to return to complete student teaching (Clinical Practice) and receive a degree in any previous pre-licensure program at the University.
- The diploma awarded for this program will read as:
Master of Arts in Education
Educational Studies

Residency Requirement for the MAED/ES

Students must meet the established University residency requirement for degree conferral. The University requires that all six (6) Elective credits must be completed at University of Phoenix in order to meet residency.

Re-entry for the MAED/ES

Re-entry students completing a program change from one of the following UOPX pre-licensure programs to the MAED/ES program will be required to complete all paperwork required by the University Re-entry policy.

MAED/TED-E
MAED/TEDEE
MAED/TEDEM
MAED/TEDMS
MAED/TEDMG
MAED/TEDMM
MAED/TEDSM
MAED/TEDSS
MAED/TED-S
MAED/SPE
MAED/ECH

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Re-entry students not re-entering into the most current program version offered in their state or jurisdiction may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired.
- No appeals will be accepted for re-entry to an expired program.
- Select programs may have additional re-entry requirements/restrictions. Re-entry students should consult the appropriate University representative for guidance.

Master of Arts in Education/Curriculum and Instruction

The following Master of Arts in Education/Curriculum and Instruction (MAED/CI) program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education program with a specialization in Curriculum and Instruction is intended to afford P-12 educators the opportunity to enhance their curriculum, instruction, and leadership repertoire by expanding their knowledge of assessment, instructional strategies, integration of technology, professional development, data-driven decision making, and mentoring and coaching. Educators will develop teacher leadership skills by exploring the latest research, trends, and strategies. Graduates will be able to effectively collaborate with all stakeholders and serve their students, colleagues, and communities as ethical leaders committed to excellence.

Program Purpose

The Master of Arts in Education/Curriculum and Instruction is a graduate degree program intended to provide educators with advanced knowledge and skills in curriculum and instruction. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to synthesize multiple theories of curriculum and instruction to design effective professional development opportunities.
- Students will be able to analyze assessment data to make informed decisions for continuous improvement of instructional programs.
- Students will be able to create innovative strategies and incorporate technology to enhance student learning in the classroom setting.

MAED/CI Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 516	1 credit
Professional Communications	
CUR 505	3 credits
Social and Global Perspectives of Teacher Leadership	
CUR 506	3 credits
Theories and Best Practices of Curriculum and Instruction	
CUR 515 ~	3 credits
Critical Thinking and Innovative Skills	
CUR 520	3 credits
Advocating for Learning	
CUR 525	3 credits
Ethical Issues in Education	
CUR 530 ~	3 credits
Assessment and Evaluation Models	
CUR 535 ~	4 credits
Research for Improved Practice	
CUR 540	3 credits
Methods of Coaching in the Instructional Setting	
CUR 545	3 credits
Using Technology for Teaching and Learning	
CUR 550	3 credits
Engaging in Communities of Practice	
CUR 555	3 credits
Professional Learning for Continuous Improvement	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MAED/CI

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Degree Completion Requirements for the MAED/CI

- The completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Arts in Education Curriculum and Instruction

Residency Requirements and Course Waivers for the MAED/CI

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 23 graduate level credits at the University.

Students in this program may waive a maximum of 12 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516

Candidates who successfully complete either the MAED/TED-Elementary or MAED/TED-Secondary program may waive the following courses in the MAED/CI program upon enrolling in the Master of Arts in Education/Curriculum and Instruction program.

Program	Courses Waived
MAED/TED-E	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)
MAED/TED-S	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)

Effective 4/1/2018, candidates with an additional, current academic teaching endorsement may waive the following 9 credits upon admission to the MAED/CI program: CUR 506, CUR 505, CUR 550

Any resident in the state of California who can show verification of the completion of a California Commission on Teacher Credentialing (CTC) state-approved induction program may exceed the 12 credit waiver maximum and waive up to 13 credits upon admission to the MAED/CI program: CUR 506, CUR 530, CUR 535, CUR 520

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver Policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as out-

lined on the Post-Bacc Teacher Certification Course Waiver Form. Students who have completed the below listed courses with a grade of C- or higher are eligible to waive up to 6 credits toward the MAED/CI Program. These courses will only be eligible to apply if the courses were completed prior to the Enrollment Agreement sign date for the MAED/CI program.

- For students to be eligible to waive CUR 520 the following courses must be completed: NTI 501, NTI 502
- For students to be eligible to waive CUR 530 the following courses must be completed: NTI 503, NTI 504

Students who have completed approved Continuing Education courses or their equivalents with a grade of B or higher, and within the last 5 years from Enrollment Agreement sign date are eligible to waive up to 12 credits toward the MAED/CI Program. An ARSC Heat Ticket must be submitted to have approved CET courses applied to the MAED/CI program. For the Continuing Education courses to apply to the MAED/CI degree program, the courses must have been taken prior to the student enrolling in the program. Students may not have any Continuing Education coursework apply to MAED/CI program requirements if the Continuing Education coursework was completed after the Enrollment Agreement sign date.

Re-entry for the MAED/CI

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

PROFESSIONAL PROGRAMS

CREDIT-BEARING CERTIFICATE PROGRAMS

The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements

All applicants are expected to meet the following admission requirements:

- A completed and signed certificate application and application fee
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (CBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

- Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

- Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

- Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.

-or-

- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-

- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

-or-

- Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.

-or-

- Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies

- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean

Program Length

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The established "normal time" to complete a certificate program is as follows: Education - 45 to 55 weeks, General Studies - 30 weeks, Health Professions - 21 to 40 weeks, Nursing (FNP certificate) - 138 weeks, Nursing (general) - 36 weeks, Social and Behavioral Sciences - 30 to 40 weeks, Business and Information Technology- 10 to 45 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421.....	3 credits
Marketing	
MKT 435 ~	3 credits
Consumer Behavior	
MKT 498 ~	3 credits
Integrated Marketing Strategies	
<i>Students must choose 3 of the following:</i>	
BRM 353 ~	3 credits
Product and Brand Management	
MKT 411 ~	3 credits
Green Marketing	
MKT 438 ~	3 credits
Public Relations	
MKT 441 ~	3 credits
Marketing Research	
MKT 444 ~	3 credits
Hospitality Marketing	
MKT 440 ~	3 credits
Fundamentals of Digital Marketing	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: MKT 498

Re-entry for the CERT/MKT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Human Resource Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300	3 credits
Fundamentals of Human Resource Management	
MGT 434 ~	3 credits
Employment Law	
HRM 324 ~	3 credits
Total Compensation	
HRM 420 ~	3 credits
Human Resource Risk Management	
HRM 326 ~	3 credits
Employee Development	
HRM 498 ~	3 credits
Strategic Human Resource Management and Emerging Issues	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/HRM

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: HRM 498

Re-entry for the CERT/HRM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

Preferred Sequence and Prerequisites for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 3 credits

Organizational Behavior for Managers

MGT 498 ~ 3 credits

Strategic Management

Students must choose 4 of the following:

BRM 353 ~ 3 credits

Product and Brand Management

CPMGT 300 ~ 3 credits

Project Management

FIN 419 ~ 3 credits

Finance for Decision Making

HRM 300 ~ 3 credits

Fundamentals of Human Resource Management

HRM 326 ~ 3 credits

Employee Development

ISCOM 370 ~ 3 credits

Strategic Supply Chain Management

LDR 300 ~ 3 credits

Innovative Leadership

MGT 445 ~ 3 credits

Organizational Negotiations

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MGT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MGT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.

- Students in this program may waive a maximum of 3 credits from their required course of study.

- The following course(s) may not be waived: MGT 498

Re-entry for the CERT/MGT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Preferred Sequence and Prerequisites for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

FIN 419	3 credits
Finance for Decision Making	
FIN 420 ~	3 credits
Personal Financial Planning	
FIN 486 ~	3 credits
Strategic Financial Management	
<i>Students must choose 3 of the following:</i>	
FIN 366 ~	3 credits
Financial Institutions	
FIN 402 ~	3 credits
Investment Fundamentals and Portfolio Management	
FIN 422 ~	3 credits
Retirement and Benefit Planning	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/FINP

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/FINP

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/FINP

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: FIN 486

Re-entry for the CERT/FINP

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF NURSING

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Post Master's Certificate in Nurse Administration

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in Nursing Administration (NAD). The course of study prepares nurses to function in leadership roles in nursing administration. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

CERT/NAD Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). Required Course of Study courses must be completed in the order recommended by the University.

NSG 557.....	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577.....	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547.....	3 credits
Human Resources Management	
NSG 567.....	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NAD

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., graduate or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NAD

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as:
Post Master's Nurse Administration

Academic Progression Requirements for the CERT/NAD

- A minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NAD

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement

Residency Requirements and Course Waivers for the CERT/NAD

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- Students may not waive any courses in this program.

Re-entry for the CERT/NAD

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Post Master's Certificate in Nurse Education

The following certificate program may be offered at these University of Phoenix campus locations: Sacramento Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in Nursing Education (NED). The course of study prepares nurses for roles within nurse education in a variety of educational and practice settings. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

CERT/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 531	3 credits
Program and Course Development	
NSG 532	3 credits
Innovative Curriculum Design	
NSG 533	3 credits
Educational Assessment and Evaluation	
NSG 534	3 credits
Facilitating Engaged Learning	
NSG 516ED ~	3 credits
Practicum I	
NSG 517ED ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NED

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., graduate or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NED

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED

- Minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NED

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement

Residency Requirements and Course Waivers for the CERT/NED

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- Students may not waive any courses in this program.

Re-entry for the CERT/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

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TUITION AND FEES - GROUND CLASSROOM RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit" column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program

course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	\$398.00	\$250.00	N/A	N/A
Bachelor Degree Programs (except BSN students who sign an enrollment agreement on or after 7/1/2020 - see below)	\$398.00	\$250.00	\$350.00	\$350.00
BSN students who sign an enrollment agreement on or after 7/1/2020	\$350.00	\$250.00	\$350.00	\$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	\$698.00	\$475.00	N/A	N/A
MSC programs (only applicable to New Students enrolled on or after 1/17/2018).	\$698.00	\$465.00	N/A	N/A
MSN programs	\$540.00	\$475.00	N/A	N/A
MAED programs	\$540.00	\$390.00	N/A	N/A
Undergraduate Certificate Programs	\$398.00	\$250.00	\$350.00	N/A
Graduate Certificate Programs (except the programs below)	\$698.00	\$475.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	\$540.00	\$475.00	N/A	N/A
ASC Program	\$540.00	\$390.00	N/A	N/A
CERT/CTEL Program	\$175.00	\$175.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	\$398.00	\$250.00	\$350.00	N/A

University of Phoenix, 2021-2022

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	\$350.00	\$250.00	\$350.00	N/A
Non-Degree Single Courses - Graduate Level	\$698.00	\$475.00	N/A	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

- a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates □
- b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions □
- c) Continuing Students who are participating in the Near Graduation Tuition Reduction program □
- d) Continuing Students in any MSC program □

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY†

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI†

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER†

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

☐The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (Sacramento Valley)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
AAIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 410.00
BA/ENG (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BA/ENG (Level 300 and Level 400)	\$ 450.00	\$ 450.00	\$ 540.00
BS/EVS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/EVS (Level 300 and Level 400)	\$ 450.00	\$ 450.00	\$ 540.00
BS/HIS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 410.00
BS/HIS (Level 300 and Level 400)	\$ 435.00	\$ 435.00	\$ 435.00
BS/P (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/P (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
BSACC (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSACC (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
BSB (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSB (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
BSCJA (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSCJA (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
BSHA (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSHA (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
BSHS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSHS (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
BSLS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSLS (Level 300 and Level 400)	\$ 420.00	\$ 420.00	\$ 420.00
BSM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
BSM/MAN (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSM/MAN (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
BSIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
BSN (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSN (Level 300 and Level 400)	\$ 510.00	\$ 510.00	\$ 510.00
Non-Degree Single Courses (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
Non-Degree Single Courses (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
P/VN/BSN (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
P/VN/BSN (Level 300 and Level 400)	\$ 510.00	\$ 510.00	\$ 510.00
BS/COM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BS/COM (Level 300 and Level 400)	\$ 415.00	\$ 630.00	\$ 540.00
BS/OSM (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/OSM (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
CERT/FCS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
CERT/FCS (Level 300 and Level 400)	\$ 540.00	\$ 540.00	\$ 540.00
CERT/ISS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
CERT/ISS (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 560.00
HRM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
HRM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
PM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
PM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00
CERT/MKT (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
CERT/MKT (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 560.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

GRADUATE TUITION PER CREDIT (Sacramento Valley)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
FNP	\$ 595.00	\$ 595.00	\$ 620.00
MAED	\$ 540.00	\$ 540.00	\$ 585.00
MBA	\$ 740.00	\$ 740.00	\$ 700.00
MSC	\$ 620.00	\$ 620.00	\$ 620.00
MSN	\$ 595.00	\$ 595.00	\$ 620.00
ASC	\$ 540.00	\$ 540.00	\$ 585.00
CERT/CTEL	\$ 175.00	\$ 175.00	\$ 175.00
CERT/MLFC	\$ 620.00	\$ 620.00	\$ 620.00
MHA	\$ 740.00	\$ 740.00	\$ 700.00
MM	\$ 740.00	\$ 740.00	\$ 700.00
MSA	\$ 740.00	\$ 740.00	\$ 700.00
MS/AJS	\$ 740.00	\$ 740.00	\$ 700.00
MS/P	\$ 740.00	\$ 740.00	\$ 635.00
MPA	\$ 740.00	\$ 740.00	\$ 700.00
MIS	\$ 740.00	\$ 740.00	\$ 700.00
NHCE	\$ 595.00	\$ 595.00	\$ 620.00
CERT/NED	\$ 595.00	\$ 595.00	\$ 620.00
CERT/NAD	\$ 595.00	\$ 595.00	\$ 620.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

FEES (Sacramento Valley)

Type of Fee	Amount*	When Due
California Student Tuition Recovery Fund (STRF) (non-refundable)	Effective for Enrollment Agreements signed on or after February 8, 2021, the STRF assessment rate is \$0.50 per \$1,000 of institutional charges, rounded to the nearest \$1,000. For charges of \$1,000 or less, the assessment is \$0.00.	Upon notification.
Book and Material Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance	\$ 132.50 - \$162.50	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	\$ 0.00 - \$50.00	
CBEST Examination	\$ 41.00 - \$102.00	
CSET Examination	\$ 99.00 - \$134.00	
Portfolio Examination Fee	\$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
rEsource Fees+ (if applicable)		Due in accordance with the payment option chosen in Financial Options Guide.
Undergraduate++	\$ 170.00	
Graduate	\$ 195.00	
CLEP®/DSST Examination+++		Upon notification
Student Exam Fees	\$ 20.00	
Military Exam Fees	\$ 0.00	
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 502	\$ 150.00	
CNSL 556	\$ 150.00	
SCHC 556	\$ 150.00	
CNSL 500	\$ 150.00	
CCMH 502	\$ 150.00	

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

Type of Fee (Continued)	Amount*	When Due
Check Return Fee	\$ 25.00	Upon notification.
Diploma Rush	\$ 45.00	Upon request.
Duplicate Diploma	\$ 30.00	Upon request.
Duplicate Certificate	\$ 15.00	Upon request.
Transcript	\$ 15.00	Upon request.
Transcript Rush	\$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

TUITION AND FEES - ONLINE RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit" column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	\$398.00	\$250.00	N/A	N/A
Bachelor Degree Programs (except BSN-CB students, or BSN students who sign an enrollment agreement on or after 7/1/2020 - see below)	\$398.00	\$250.00	\$350.00	\$350.00
BSN students who sign an enrollment agreement on or after 7/1/2020	\$350.00	\$250.00	\$350.00	\$350.00
BSN-CB*	\$300.00	\$250.00	N/A	N/A
Master Degree Programs (except MSC, MSN, MAED, and Competency-Based Education programs - see below)	\$698.00	\$575.00	N/A	N/A
MSC programs	\$698.00	\$550.00	N/A	N/A
MSN programs	\$540.00	\$475.00	N/A	N/A
MAED programs	\$540.00	\$475.00	N/A	N/A
MBA-CB, MHA-CB, and MIS-CB program*	\$300.00	\$300.00	N/A	N/A
Undergraduate Certificate Programs (except the programs listed below)	\$398.00	\$250.00	\$350.00	N/A
CERT/APLUS	\$290.00	\$250.00	N/A	N/A
NETPLUS	\$290.00	\$250.00	N/A	N/A
Graduate Certificate Programs (except the programs listed below)	\$698.00	\$575.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	\$540.00	\$475.00	N/A	N/A
ASC Program	\$540.00	\$475.00	N/A	N/A

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
CERT/CTEL Program <i>(For CA residents only)</i>	\$175.00	\$175.00	N/A	N/A
CERT/T2T-E Program	\$280.00	\$280.00	N/A	N/A
CERT/T2T-S Program	\$280.00	\$280.00	N/A	N/A
CERT/ECH Program	\$400.00	\$400.00	N/A	N/A
CERT/ALT-E Program <i>(For FL residents only)</i>	\$275.00	\$275.00	N/A	N/A
CERT/ALT-S Program <i>(For FL residents only)</i>	\$275.00	\$275.00	N/A	N/A
CERT/SPE	\$540.00	\$475.00	N/A	N/A
CERT/AP-E	\$540.00	\$475.00	N/A	N/A
CERT/AP-S	\$540.00	\$475.00	N/A	N/A
CERT/AP-SE	\$540.00	\$475.00	N/A	N/A
Doctoral	\$ 810.00	\$650.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	\$398.00	\$250.00	\$350.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	\$350.00	\$250.00	\$350.00	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	\$698.00	\$575.00	N/A	N/A
Nursing Single Courses - Graduate Level	\$540.00	\$475.00	N/A	N/A
Education Single Courses - Graduate Level	\$540.00	\$475.00	N/A	N/A
Continuing Education for Educators	\$175.00	\$175.00	N/A	N/A

* The University's Competency-Based Education (CBE) programs are not eligible for any pricing discounts and cannot be combined with any employer benefit programs or University offer or promotion.

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

- a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates[□]
- b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions[□]
- c) Continuing Students who are participating in the Near Graduation Tuition Reduction program[□]

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY[‡]

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI[‡]

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER[‡]

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

[‡]Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/

or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

□The two tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Prior to 11/1/2016: The rates and fees shown below are applicable to continuing students who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 11/1/2016, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 11/1/2016 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
Associates	\$ 410.00	\$ 410.00
College of Business & Information Technology (Level 100 and Level 200)	\$ 415.00	\$ 410.00
College of Business & Information Technology (Level 300 and Level 400)	\$ 415.00	\$ 635.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/COM (Level 100 and Level 200)	\$ 415.00	\$ 410.00
BS/COM (Level 300 and Level 400)	\$ 415.00	\$ 630.00
BSIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BSIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CCNA	\$ 290.00	\$ 290.00
CERT/ABA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ABA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/ACL (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ACL (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/ACS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ACS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AHIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AHIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AISS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AISS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AMMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AMMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AN (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AN (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/APLUS	\$ 290.00	\$ 290.00
CERT/ASD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ASD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AV (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AV (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/CCNA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CCNA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/CSC (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CSC (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/CTL (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CTL (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/DA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/DA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/DS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/DS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/HIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/HIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/IAS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/IAS (Level 300 and Level 400)	\$ 635.00	\$ 635.00

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**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 3)

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College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
CERT/ISS	\$ 300.00	\$ 300.00
CERT/JRN (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/JRN (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/LCO (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/LCO (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/MMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/MMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/MS (Level 100 and Level 200)	\$ 415.00	\$ 410.00
CERT/MS (Level 300 and Level 400)	\$ 415.00	\$ 630.00
CERT/NS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/NS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/PRG (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/PRG (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/SM	\$ 410.00	\$ 410.00
CERT/VC	\$ 300.00	\$ 300.00
CERT/WA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/WA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
NETPLUS	\$ 290.00	\$ 290.00
College of General Studies (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of General Studies (Level 300 and Level 400)	\$ 450.00	\$ 450.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/BIO (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/BIO (Level 300 and Level 400)	\$ 435.00	\$ 435.00
BS/HIS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/HIS (Level 300 and Level 400)	\$ 435.00	\$ 435.00
BS/HST (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/HST (Level 300 and Level 400)	\$ 435.00	\$ 435.00
SUS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
SUS (Level 300 and Level 400)	\$ 630.00	\$ 630.00
College of Social & Behavioral Sciences (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Social & Behavioral Sciences (Level 300 and Level 400)	\$ 610.00	\$ 610.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/P (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/P (Level 300 and Level 400)	\$ 585.00	\$ 585.00
BSAP/MT (Level 100 and Level 200)	\$ 415.00	
BSAP/MT (Level 300 and Level 400)	\$ 415.00	
BSIOP (Level 100 and Level 200)	\$ 415.00	
BSIOP (Level 300 and Level 400)	\$ 415.00	
BSSW (Level 100 and Level 200)	\$ 415.00	
BSSW (Level 300 and Level 400)	\$ 415.00	
College of Health Professions (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Health Professions (Level 300 and Level 400)	\$ 635.00	\$ 635.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 3)

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University of Phoenix, 2021-2022
TUITION AND FEES - ONLINE RATES
FEES (Sacramento Valley)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Nursing (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Nursing (Level 300 and Level 400)	\$ 510.00	\$ 510.00
College of Education (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Education (Level 300 and Level 400)	\$ 420.00	\$ 420.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
CERT/T2T-S	\$ 280.00	\$ 280.00
Continuing Education for Educators	\$ 175.00	\$ 175.00
Non-Degree Single Courses (Level 100 and Level 200)	\$ 410.00	\$ 410.00
Non-Degree Single Courses (Level 300 and Level 400)	\$ 635.00	\$ 635.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	\$ 280.00	\$ 280.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 3 of 3)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

GRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Business & Information Technology	\$ 740.00	\$ 740.00
College of Social & Behavioral Sciences	\$ 740.00	\$ 740.00
College of Health Professions	\$ 740.00	\$ 740.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
GHC	\$ 595.00	\$ 595.00
HCI	\$ 595.00	\$ 595.00
NHCE	\$ 595.00	\$ 595.00
College of Nursing	\$ 595.00	\$ 595.00
College of Education	\$ 540.00	\$ 540.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
CERT/ALT-E (FL residents only)	\$ 275.00	\$ 275.00
CERT/ALT-S (FL residents only)	\$ 275.00	\$ 275.00
CERT/CTEL (For CA residents only)	\$ 175.00	\$ 175.00
CERT/ECH	\$ 400.00	\$ 400.00
CERT/T2T-E	\$ 280.00	\$ 280.00
CERT/T2T-S	\$ 280.00	\$ 280.00
College of Doctoral Studies	\$ 810.00	\$ 810.00
Continuing Education for Educators	\$ 175.00	\$ 175.00
Non-Degree Single Courses	\$ 740.00	\$ 740.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	\$ 280.00	\$ 280.00
<p>*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.</p> <p>**See introductory page of the Tuition and Fees section for definitions of new and continuing students</p> <p>+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html.</p>		

FEES (Online)

Type of Fee	Amount*	When Due
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 500	\$ 150.00	
CCMH 502	\$ 150.00	
California Student Tuition Recovery Fund (STRF) (non-refundable) <i>*Applies to California students only</i>	Effective for Enrollment Agreements signed on or after February 8, 2021, the STRF assessment rate is \$0.50 per \$1,000 of institutional charges, rounded to the nearest \$1,000. For charges of \$1,000 or less, the assessment is \$0.00.	Upon notification.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance		Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	\$ 132.50 - \$162.50	
CBEST Examination	\$ 0.00 - \$50.00	
CSET Examination	\$ 41.00 - \$102.00 \$ 99.00 - \$134.00	
Portfolio Examination Fee	\$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
rEsource Fees+ (if applicable) <i>rEsource fees are not applicable to competency-based education (CBE) programs</i>		
Undergraduate++	\$ 170.00	Due in accordance with the payment option chosen in Financial Options Guide.
Graduate	\$ 195.00	
Doctoral	\$ 205.00	
Continuing Education for Educators	\$ 75.00	
DCE	\$ 25.00	
CLEP®/DSST Examination+++ Student Exam Fees	\$ 20.00	Upon notification.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

Type of Fee	Amount*	When Due
Check Return Fee	\$ 25.00	Upon notification.
Diploma Rush	\$ 45.00	Upon request.
Duplicate Diploma	\$ 30.00	Upon request.
Duplicate Certificate	\$ 15.00	Upon request.
Transcript	\$ 15.00	Upon request.
Transcript Rush	\$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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FACILITIES

Arizona Locations

Phoenix Campus

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Online

Administrative Offices

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723
602 557-2000

California Locations

Central Valley Campus

45 River Park Place West
Fresno, CA 93720-1552
800 266-2107

Bakersfield Learning Center

4900 California Ave
Bakersfield, CA 93309-7018
800 266-2107

Visalia Learning Center

301 East Acequia Ave
Visalia, CA 93291-6341
800 266-2107

Sacramento Valley Campus

2860 Gateway Oaks Drive
Sacramento, CA 95833-4334
800 266-2107

San Diego Campus

9645 Granite Ridge Drive
Suite 200
San Diego, CA 92123-2658
800 473-4346

El Centro Learning Center

3095 N Imperial Avenue
Suite 101
El Centro, CA 92243
760 355-1190

Southern California Campus

Main - Ontario

3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Gardena Learning Center

1515 W 190th Street
Suite #450
Gardena, CA 90248-4319
800 888-1968

La Palma Learning Center

6 Centerpointe Drive
La Palma, CA 90623-2503
800 888-1968

Lancaster Learning Center

1202 W Avenue J
Lancaster, CA 93534-2902
800 888-1968

Murrieta Learning Center

25240 Hancock Ave
Murrieta, CA 92562-5990
951 677-0883
800 888-1968

Pasadena Learning Center

299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

Hawaii Locations

Hawaii Main Campus

949 Kamokila Blvd
Suite 101
Kapolei, HI 96707-2082
808 693-8686

Nevada Locations

Las Vegas Campus

3755 Breakthrough Way
Las Vegas, NV 89135-3047
702 352-2936

Texas Locations

Dallas Campus

12400 Coit Road
Dallas, TX 75251-2004
972 385-1055

Houston Campus

11451 Katy Freeway
Houston, TX 77079-2004
713 465-9966

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Jacquelyn Kelly, PhD

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Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

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- Humanities; General Education, and History
- Mathematics
- Sciences

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and A&M College	
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University of Southern	
California	
Turner, Donielle, MS	
San Diego State University	
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University of Pretoria	
Ward, Catherine, MBA	
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Williams, Keisa, MSEd	
National University	
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Western State University	

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

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Jean Miller, PhD

Sam Dutton, PhD

Dean Aslinia, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Criminal Justice
- Counseling
- Human Services and Social Work
- Public Administration
- Psychology

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Alliant International

University Cornerstone

Akins, Sheri, MS

California State University -

Bakersfield

Anning, Mark, MAM

National University

Babb, Cheryl, MSW

California State University -

San Bernardino

Baird, John, PsyD

Argosy University - Orange

County

Banton, Christa, EdD

Argosy University - Chicago

Bazant, Rick, PsyD

Alliant International

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Antioch University

Behl, Amanda, MFS

National University

Bennett, Natalie, MA

Alliant International

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National University

Brown, Eufemia, MPA

National University

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Saint Mary's College of

California

Cannon, Aaron, PhD

Alliant International

University Cornerstone

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New York University

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Capella University

Cardenas, Gilbert, MA

Fresno Pacific University

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National University

Carrier, Heather, MS

California State University -

Fresno

Chalvardjian, Cathia, MA

Pepperdine University

Charm, Corine, PhD

Pacifica Graduate Institute

Chaudhry, Shahzad, MS

California State University -
Bakersfield

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University of Phoenix

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San Diego State University

Craft, Gina, PsyD

California Southern

University

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Cunningham West, Vanessa, MA

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University

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Capella University

Daugherty, Dennis, MS

California State University -

Sacramento

Davis, Bindhu, PsyD

Alliant International

University Cornerstone

Dean, Peter, MA

Fresno Pacific University

Del Mese, Lawrence, MPA

California State University -

Northridge

Diaz, Ruben, MPA

National University

Dorough, Dustin, MPA

California State University -

Fresno

Edralin, Angelo, JD

Stanford University

Edwards, Norris, MA

California State University -

Bakersfield

Elliott, Tonya, MA

National University

Emerick, Timothy, PhD

Saybrook University

Espinosa, Robert, MPA

Capella University

Favors, Lynette, MAEd

University of Phoenix

Fernbach, Hrysso, PsyD

Yeshiva University

Gallemore, Timothy, MS

University of Phoenix

Gamache, Louis, MA

University of Redlands

Gamble, Susan, PsyD

Alliant International

University Los Angeles

Gin, Kimberly, MS

University of Phoenix, 2021-2022
FACULTY
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

University of New Haven	Regent University	Pichardo, Rudy, MPA	University Fresno
Gomez, Matthew, MBA	Johnson, Joy, MSW	California State University -	Swanson, Albert, MPA
National University	California State University -	Northridge	Troy University
Gomez, Rafael, MS	Bakersfield	Pollock, Jessica, MAEd	Takla, La Tanya, EdD
University of La Verne	Kaufman, Brian, MSW	Alliant International	Argosy University - Los
Gonzalez, Joe, MA	California State University -	University Cornerstone	Angeles
California State University -	Long Beach	Pruitt, Beverly, MA	Taylor, James, MA
Dominguez Hills	Keating, Kim, MA	National University	Chapman University
Green, Kai, MS	Phillips Graduate Institute	Reed, Hal, MA	Teh, James, JD
California State University -	Kennedy, Prudence, MSW	California State University -	University of The Pacific
Long Beach	San Diego State University	San Bernardino	Teramoto, Christine, MA
Gutierrez, Jess, MA	Knee, Leda, MSW	Rexroat, Katherine, MA	Chapman University
California State University -	Boston University	National University	Thacker, Stacey, MA
San Bernardino	Knight, Leonard, DPA	Richert, William, MA	National University
Hansen, Erika, EdD	University of La Verne	California State University -	Tiberg, Dianne, MS
Argosy University - Phoenix	Kyle, Kristin, PsyD	San Bernardino	California State University -
Harb, Juanita, PhD	California Southern	Ritschard, Jeffrey, JD	Fullerton
Pacifica Graduate Institute	University	University of California -	Torok-Mangasarian, Julie, MA
Harden, Joyce, MA	Lambert, Jason, MSW	Davis	National University
Antioch University	Walla Walla University	Roberts, James, MA	Trombley, Mary Jo, PhD
Hardin, Larry, MA	Lunceford, Lynn, MA	Azusa Pacific University	Howard University
Webster University	Alliant International	Rodriguez, John, JD	Underwood, Vicki, MSW
Haynes, Elizabeth, MA	University Cornerstone	Loyola Marymount	California State University -
National University	Madrigal, Mary, PsyD	University	Bakersfield
Hebron, Cynthia, MS	Saybrook University	Romain, Lisa, PhD	Vangerov, John, MS
California State University -	Malek, Bryce, PsyD	Alliant International	California Lutheran
Fresno	Phillips Graduate Institute	University Los Angeles	University
Henderson, Michael, MA	Marco, Christopher, MS	Rosales, Rosemarie, MS	Venegas, Mario, EdD
John F. Kennedy University	Saint Joseph's University	University of Phoenix	University of Southern
Herweck, Diana, PsyD	Marks, Mari, PhD	Rosen, Eric, MS	California
Alliant International	Florida Institute of	California State University -	Walton Ellis, Keasha, PsyD
University Cornerstone	Technology	Fresno	Argosy University - Orange
Hewett, Eugene, PhD	Mavrogeorge, Paul, MA	Rousch, Jennifer, PsyD	County
University of Southern	Fresno Pacific Biblical	Alliant International	Warren, Bethany, MSW
California	Seminary	University Los An	San Diego State University
Hill, Sharae, MA	Mc Lellan, Andrea, MA	geles	Watts, Brett, PhD
Argosy University - Los	Chapman University	Salazar, Wendy, MA	California Institute of Integral
Angeles	Mccormick, Jamey, MS	Pacifica Graduate Institute	Studies
Hillis, Jason, MPA	University of Phoenix	Schweon, Craig, PhD	Weaver, Bonita, MS
California State University -	Mcnutt, Bryan, PhD	The Pennsylvania State	University of Phoenix
Bakersfield	Pacifica Graduate Institute	University	Weintz, Donald Kirk, MA
Holzer, Jessica, MA	Miller-Galaz, Michelle, EdD	Scott, Joann, MSW	National University
Alliant International	Northeastern University	San Diego State University	Wheeler, Mary, MA
University Scripps Ranch	Mitchell, David, DMA	Shain, Roman, PhD	National University
Hudson, Mark, MS	The University of Georgia	California Southern	Wilson, Constant, MBA
California State University -	Moore, Germaine, MPA	University	National University
Fresno	National University	Shofner, Joe, MPA	Wilson, Stefani, MS
Huskey, Jason, JD	Natali, Elizabeth, MSW	California State University -	Oklahoma State University
Western State University	California State University -	Northridge	Zhukov, Vera, PsyD
College of Law	San Bernardino	Steele, Aimee, JD	Chicago School of
Hutchinson, Desirae, MS	Nazaretian, Peter, MS	University of California -	Professional Psychology
University of La Verne	California State University -	Davis	
Jablonski, Andrea, PsyD	Fresno	Stoick, Joshua, MS	
Alliant International	Parker, James, MS	California State University -	
University Cornerstone	University of Phoenix	Fresno	
Jacobs, Bonnie, PhD	Penski, Kendra, MSW	Storm, Karin, EdD	
Alliant International	San Diego State University	University of Phoenix	
University Los Angeles	Pettengill, Robert, MFS	Sulier, Kellie, PsyD	
Jenkins, Jennifer, MA	National University	Alliant International	

SCHOOL OF BUSINESS AND INFORMATION TECHNOLOGY

Deans

Dean

Kevin Wilhelmsen, PhD

Assistant Dean

Lisa Paulson, MSIM

Associate Dean

Joseph Aranyosi, MFA

Ahmed Omar, DBA

Kathryn Uhles, MSP

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Accounting
- Financial Planning
- Law and Ethics
- Management
- Functional Management
- Strategic Analysis and Planning
- Technology

Faculty

Abbott, Chrystal, MBA

Purdue University Global -
Davenport

Aizon, Antoniette, PhD

Alliant International
University Fresno

Aldape, Juan, MBA

University of Phoenix

Alexander, Woody, MBA

University of Missouri -
Kansas City

Allauddin, Ahmer, MS

Golden Gate University

Allen, Robert, MS

University of Southern
California

Allen, Thomas, MBA

University of La Verne

Allison-Aipa, Timothy, PhD

Alliant International
University Los Angeles

Andersen, Bruce, MS

Golden Gate University

Anderson, Jr., Marcus, MEd

Lamar University

Angst, Oswald, MIS

University of Phoenix

Apuan, Ralph, MBA

Keller Grad School of Mgt

Arellano, Roy, MIS

University of Phoenix

Arnold, Shaune, JD

University of California
Hastings College of Law

Ashtari, Bitu, JD

Oklahoma City University

Baker, Darryl, DBA

University of Phoenix

Baly, Scott, JD

California Western School of
Law

Barraza, Al, MBA

National University

Basic, Lamija, EdD

Brandman University

Basiulis, Algis, MS

University of Southern
California

Belgarde, Samara, JD

University of Southern
California

Benito, Rick, MMAS

United States Army
Command and General Staff

College

Billett, Antonio, MBA

California State University -
San Bernardino

Blevins, Gregory, JD

San Joaquin College of Law

Boggs, Robert, EdD

University of La Verne

Bookbinder, Hal, MA

University of Northern
Colorado

Bourgault, Charles, MS

Capella University

Bowman, Robert, MAOM

University of Phoenix

Brittian, Willetra, MA

Azusa Pacific University

Bugarin, Tem, DBA

Alliant International

University Cornerstone

Bullon, Brigitte, MBA

University of San Diego

Campas, Jr., Steven, MS

California State University -
Long Beach

Cardenas, Alexander, MAOM

University of Phoenix

Carty, Heidi, PhD

Loyola University Chicago

Castaneda, Andrew, MS

California State University -
Bakersfield

Ceballos, Michael, MBA

University of La Verne

Chambers, Linda, MBA

University of Phoenix

Charles, Colette, MA

National University

Chell, Dax, MBA

National University

Cheng, Chosen, MS

Carnegie Mellon University

Cheng, Joe, MBA

University of California - Los
Angeles

Cheng, Steven, MS

Syracuse University

Clark, Thelma, MS

Troy University

Clark-Harris, Alice, DM

University of Phoenix

Cons, Carlos, MBA

California State University -
Dominguez Hills

Cordero, Roberto, DBA

University of Phoenix	Galindo, Michael, MBA	Tulane University	West Coast University -
Cortes, Pete, MBA	Daniel Webster College	Iyengar, Arun, MS	Shatto
Loyola Marymount	Garcia, Catherine, MAOM	Polytechnic Institute of New	Landesman, Robert, MBA
University	Azusa Pacific University	York University	City University of New York -
Coughlin, Eileen, MPA	Garcia, Mitchell, MBA	Jackson, Janet, JD	Bernard M. Baruch College
Arizona State University	Keller Grad School of Mgt	University of Oregon	Larkin, Robert, DBA
Cripe, Krisda, DM	Gardner, Lori, MAOM	Jain, Sundeeep, MSM	University of Phoenix
University of Phoenix	University of Phoenix	Oakland City University	Leon, John, MSCS
Crow, Elizabeth, MBA	Garrett, Steven, MBA	Jimenez, Francisco, MBA	California State University -
University of Phoenix	Capella University	University of Phoenix	Fullerton
Dalrymple, Samuel, MBA	Ghormley, James, DM	Johnson, Miesha, MPA	Lerner, Mary, JD
University of Phoenix	University of Phoenix	California State University -	San Joaquin College of Law
De Veto, Anthony, MM	Godat, Eric, MS	Northridge	Levitt, Catherine, DBA
Wayland Baptist University	Naval Postgraduate School	Johnson, Raymond, MBA	Alliant International
Dennis, Lela, MA	Goedhart-Humphrey, Christine,	University of Redlands	University Cornerstone
University of Arizona Global	MBA	Johnson, Vaughn, MS	Lindvall, John, MA
Campus	University of La Verne	California State University -	Claremont Graduate
Di Gaetano, Anthony, MAOM	Gonzales, Larry, MBA	Sacramento	University
University of Phoenix	The University of Dallas	Jordan, Constance, MBA	Loreto, Paul, JD
Doucet, Laron, EdD	Goodman, Jean, MBA	California State University -	Southwestern Law School
Pepperdine University	Loyola Marymount	Dominguez Hills	Lovitch, Ira, MBA
Dreighton, Richie, MPM	University	Joseph, Priyabal, MBA	University of Phoenix
Keller Grad School of Mgt	Green, Virginia, PhD	Pepperdine University	Luarca, Luis, MBA
Dumais, Claudine, EdD	Capella University	Kadevari, Ramana, MBA	University of La Verne
Pepperdine University	Greene, Rodney, MBA	University of Redlands	Maevers, Kevin, MAOM
D'urso, Daniel, MS	University of Phoenix	Kadlec, John, MBA	Chapman University
Rivier College	Gudea, Sorin, PhD	University of California -	Makofske, James, DBA
Ellis, Anthony, JD	Claremont Graduate	Riverside	Golden Gate University
University of Toledo	University	Kanouse, Kenneth, JD	Mangiameli, Fred, MBA
Ellis, Johnell, EMBA	Gutierrez, Elsa, MBA	Western State University	University of Southern
University of Southern	University of Phoenix	College of Law	California
California	Hayath, Israr, MS	Keehn, Kelly, MBA	Martin, Corinne, MBA
Elsayess, Mahmoud, PhD	California State University -	University of Southern	California State University -
Capella University	Dominguez Hills	California	Long Beach
Erickson, Arlys, MScA	Hayes, Chareese, MBA	Keller, Nyle, MBA	Martin, Gregory, JD
Central Michigan University	Purdue University Global -	University of Phoenix	University of Oklahoma
Ershadi, Dariush, MBA	Davenport	Kelly, Kathryn, PhD	Martin, Luke, JD
Central State University	Henderson, Bernard, MAOM	Claremont Graduate	California Western School of
Etherton, William, MAOM	University of Phoenix	University	Law
University of Phoenix	Henderson, Erin, MS	Kemmer, Kathleen, DBA	Martinez, Gerardo, MBA
Ettenheim, Margaret, MHROD	San Diego State University	Argosy University - Orange	California State University -
University of San Francisco	Hlaing, Kimberly, MA	County	Stanislaus
Farley, John, MBA	Claremont Graduate	Key, Robert, MBA	Martinez-Sanchez, Rocio, DSW
University of Phoenix	University	University of Phoenix	University of Southern
Fernandez, Jr., Guido, MBA	Hoffman, Lee, MBA	Khan, Amir, MS	California
University of La Verne	National University	Northwestern University	Massey, Calvin, MBA
Foote, Tracy, MBA	Holliday, Susan, MAOM	Khan, Farooq, MBA	National University
Webster University	University of Phoenix	Western Michigan University	Mathews, Dean, MBA
Fortuna, Peter, MA	Huber, Maria Ruby, MBA	Koboldt, Geoffrey, MBA	National University
California State University -	University of Phoenix	Pepperdine University	Mathis-Roberts, Shannon,
Fresno	Humphreys, John, EMBA	Krohn, Steven, MBA	MAOM
Francis, Dexter, PhD	Golden Gate University	California State University -	University of Phoenix
Capella University	Hurtarte, Jorge, PhD	Sacramento	Mc Guckian, Dennis, MBA
Freeman, Leslie, MA	Auburn University	Kuniyoshi, Susan, MBA	Dartmouth College
Webster University	Ibarra, German, MBA	California State Polytechnic	Mc Killip, David, JD
Fritch, John, PhD	Inter American University of	University-Pomona	University of The Pacific
Northcentral University	Puerto Rico Metropolitan	Kuntz, David, MBA	Mcdermott, Hamilton, MIT
Fritzenkotter, Stephen, MBA	Campus	University of Phoenix	American Intercontinental
National University	Inglis, Rob, MBA	Land, Jack, MSM	University

University of Phoenix, 2021-2022

Mcduffie, Martin, MHRM	Northcentral University	Singh, Amarjit, PhD	Williams, Constance, EdD
Keller Grad School of Mgt	Oslund, Larry, EdD	University of London	Fielding Graduate University
Meade, Jerry, MA	Pepperdine University	Singh, Mahesh, MBA	Williams, Kari, MBA
Fresno Pacific University	Page, Wesley, MAOM	University of Phoenix	National University
Mendezona, Matthias, MM	University of Phoenix	Sirirat, Boriphan, MS	Williams, Zeneo, EdD
University of The Philippines	Pay, Martin, MBA	National University	University of Southern
Miller, Kenneth, EdD	University of Phoenix	Smith, August, MBA	California
University of Southern	Payongayong, Noriel, MSCIS	Keller Grad School of Mgt	Wong, Jennie, EdD
California	University of Phoenix	Sommers, Carol, PhD	Pepperdine University
Miller, Petermax, EdD	Payton, Matiel, MS	Northcentral University	Woodard, Scott, MBA
Argosy University - Denver	California State University -	Spotswood, Robert, MBA	California State University -
Miller, Rae, MBA	Dominguez Hills	Pepperdine University	Stanislaus
California State University -	Perez, Francisco, MBA	Stack, Ginger, MBA	Woods, Timothy, PhD
Dominguez Hills	University of Phoenix	University of Phoenix	Walden University
Mirza, Agha, MBA	Peterson, Susan, MBA	Stapp, Griffen, MBA	Woodward, Tricia, JD
California State University -	East Tennessee State	University of Phoenix	California Western School of
Bakersfield	University	Starr-Parker, Symone, DM	Law
Morales, Rosemary, DM	Piccillo, Sandra, MBA	University of Phoenix	Wyatt, Amber, MIT
University of Phoenix	University of Redlands	Stotts, Janet, MBA	American Public University
Mumford, Malcolm, MBA	Powers, Mikal, MS	University of Phoenix	System
Harvard University	University of Phoenix	Swafford, Jr., Richard, MIS	Xiong, Blong, MBA
Murphy, Maureen, MBA	Rangwala, Mehul, MBA	University of Phoenix	National University
University of California - Los	University of California -	Taousakis, Michael, MS	Xu, Yaping, MS
Angeles	Davis	Virginia Polytechnic Institute	Dartmouth College
Naraghi, Mehdi, MS	Rodriguez, Jimmy, JD	and State University	Yeager, Michelle, MS
American University Dc	San Joaquin College of Law	Telado, Felix, MBA	San Diego State University
Nelson, Cheryl, DPA	Roe, Michael, MS	University of Phoenix	Young, Stephen, PhD
University of La Verne	Union Institute and	Thiele, Brian, MBA	Walden University
Nelson, Glenn, JD	University	Golden Gate University	Zecca, Mark, PhD
University of California - Los	Rudick, Danny, MBA	Thomas, Diannah, MA	Capella University
Angeles	The University of	Fresno Pacific University	Zhang, Hedy, JD
Nezerwe, Yvan, DBA	Connecticut	Thompson, Darrell, MS	University of Wisconsin -
Alliant International	Sanderson, Michael, MBA	National University	Madison
University Cornerstone	University of Phoenix	Thurman-Bowen, Traci, MA	
Nguyen, Hoang, PhD	Sarkany, Lynn, MBA	University of Redlands	
University of Illinois at	Claremont Graduate	Treeby, Ross, MS	
Urbana-Champaign	University	Golden Gate University	
Nguyen, Lam, MS	Say, Tania, MBA	Tripodes, Dean, MBA	
Golden Gate University	National University	Claremont Graduate	
Nichols, Roger, MA California	Scheitrum, Ward, MBA	University	
State University - San	California State University -	Valenzuela, Larry, MPA	
Bernardino	Fresno	San Diego State University	
Nommensen, Neil, MPA	Schloss, Louann, MBA	Vorsanger, Charles, MS	
Indiana University -	San Diego State University	University of Southern	
Northwest	Schorling, Douglas, JD	California	
Norcross, David, MSBA	University of California -	Wadsworth, Gloria, MAOM	
University of Wyoming	Davis	University of Phoenix	
Obeidat, Sara, MS	Scipio, Andre, MBA	Walker, Tina, DM	
University of San Francisco	Pepperdine University	University of Phoenix	
O'brien, John, MBA	Sell, Robert, MS	Walle, Kristin, EdD	
Rensselaer Polytechnic	California State University -	Pepperdine University	
Institute	Fresno	Wang, Kun, MS	
O'brien, John, JD	Sharghi, George, DBA	California State University -	
Michigan State University	Alliant International	Fresno	
Ohanesian, Fredrick, EdD	University Scripps Ranch	Watson, Lena, DHS	
Pepperdine University	Sharifzadeh, Mohammad, PhD	Nova Southeastern	
Okpara, Neruka, DPA	Walden University	University	
University of La Verne	Sims, Richard, MA	Wilkinson, Jay, MBA	
Oni, Oludotun, PhD	University of Dayton	National University	

COLLEGE OF HEALTH PROFESSIONS

Dean

Mark Johansson, DHSc

Assistant Dean

Nye Clinton, MBA

Associate Dean

Heather Steiness, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Health
- Public Health

Faculty

Aish, Nathan, MPH
Ohio State University
Almaden, Stefany, PhD
Walden University
Alvarado, Sheela, MA
University of San Francisco
Amos, Qiana, MPA
Loma Linda University
Campbell, Marquez, MAS
University of California - San Diego
Cathro, Heather, PhD
University of Phoenix
Do, Tram Emily, JD
Kaplan University
Ferguson, Donna, MBA
University of Phoenix
Gregory, Lynn, MA
Brandman University
Lee, Lily, EdD
Capella University
Luu, Arlene, JD
California Western School of Law
Nathan, Stephanie, MPH
Loma Linda University
Nguyen-Grozavu, France, PhD
University of California - Los Angeles
Nwadike, Bismarck, MHA
University of La Verne
Perez, Vivian, MPA
San Diego State University
Pi, John, MBA
Keller Grad School of Mgt
Price Noble, Kelly, DHA
University of Phoenix
Saechao, Diana, MA
Brandman University
Sandoval, Ramiro, MBA
National University
Schultz, Richard, PhD
Walden University
Sevilla, William, MBA
Golden Gate University
Slaughter, Djuanique, MPA
California State University - Dominguez Hills
Tam, Tobey, PhD
University of California - San Diego
Wade, Warren, PhD
California Institute of Technology

Young, Rachelle, MIS
University of Phoenix

COLLEGE OF NURSING

Deans

Dean

Kathleen Winston, PhD

Associate Dean

Francine Nelson, PhD

Raelene Brooks, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Nursing: MSN-FNP
- Nursing: Pre-licensure
- Nursing: MSN
- Nursing: RN to BSN
- Nursing: DNP

Faculty

Abbott, Jenny, MSN
University of Phoenix

Aquino, Catherine, MSN
University of Phoenix

Ares, Terri, PhD
Villanova University

Avila, Pamela, DNP
Wilkes University

Axman, Linnea, DPH
The George Washington University

Azores, James, MSN
Concordia College - Manila

Bafaloukos, Carol, DNP
Frontier Nursing University

Bai, Yan, MS
California State University - Long Beach

Barber, Regina, MSN
University of San Francisco

Bashaw, Erin, DNP
University of San Francisco

Battick, Arvella, DNP
Walden University

Black-Robinson, Louise, DNP
Western University of Health Sciences

Blanco, Roy, MS
California State University - Sacramento

Bradley, Darlene, PhD
Capella University

Bryant, Pamela, MSN
University of Phoenix

Chaffee, Mark, BSN
University of Phoenix

Chimienti, Sabrina, DNP
Western University of Health Sciences

Cota, Stephanie, MHA
University of Phoenix

Da Costa, Brenda, MSN
University of Phoenix

Delgado, Janet, MN
University of Washington

Devkaran, Minu, MSN
University of Phoenix

Evans, Marlene, MSN
University of San Francisco

Fernandez, Lea, MSN
Liberty University

Garrett, Liana, MN
University of California - Los Angeles

Goldsmith, Camille, MN
University of California - Los Angeles

Greenberg, Victoria, MS
California State University - Long Beach

Hagenbaugh, Rachel, MSN
California State University - Dominguez Hills

Hagerty, Marylyn, DNP
Walden University

Hamilton, Randall, DNP
Frontier Nursing University

Hankins, Julie Ann, MSN
California State University - Long Beach

Hettig, Julie, MSN
California State University - Long Beach

Horper, Penny, MS
University of California - San Francisco

Huley, Pamela, MSN
University of Phoenix

Khaghani, Fatemeh, EdD
Pepperdine University

Lee, Julia Chaw-Chih, DNP
California State University - Fresno

Lewis, Stephanie, MN
University of Phoenix

Long, Kimberly, DHA
University of Phoenix

Lozano, Kathleen, MSN
University of Phoenix

Lund, Carla, MS
California State University - Dominguez Hills

Lush, Mary, PhD
University of California - San Francisco

Mahoney, Helen, MD
University of California - Irvine

Migaud, Margaret, DNP
Robert Morris University

Millar, Jennifer, MSN
University of Phoenix

Miller, Hilary, MSN
University of Phoenix

Monroe, Pamela, MSN
Walden University

Parackal, Elizabeth, DNP
Grand Canyon University

Pence, Debra, MSN

University of Phoenix
Porter, Pamela, DNP
Western University of Health
Sciences
Potter, Susan, MSN
University of Phoenix
Reynolds, Charles, PharmD
University of Southern
California
Rhodes, Torri, MSN
University of Phoenix
Riccio, Patricia, PhD
University of California - Los
Angeles
Sandoval, Carolina, DNP
Azusa Pacific University
Silveri, Charles, DNP
University of New Mexico
Simien-Robnett, Litanya, MSN
California State University -
Dominguez Hills
Stecker, Mona, DNP
West Virginia University
Tsai, Lita, MA
New York University
Turingan, Elisabeth, DNP
Grand Canyon University
Velasquez, Mary, MS
University of California - San
Francisco
West, Katharine, DNP
California State University -
Fresno
Zepeda, Martha, DNP
Walden University

COLLEGE OF EDUCATION

Deans

Dean

Pamela Roggeman, EdD

Assistant Dean

Jon Lewis, MAE

Associate Dean

Ashley Bartley, MAEd

Lisa Ghormley, MAED

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Administration and Supervision
- Adult Education and Training
- Continuing Education
- Curriculum and Instruction
- Teacher Education

Faculty

Armstrong, Allison, MAEd
California State University -
Sacramento

Curci-Reed, Lori, EdD
University of West Florida

Elliott, Thomas, EdD
University of Phoenix

Hickman, Ryan, MA
National University

Januse, Jaime, MEd
National University

Pendleton, Gay Lynn, EdD
Argosy University - Santa
Monica

Randall, John, EdD
La Sierra University

Taylor, Julia, MA
University of California - San
Diego

Tocco, Helen, MAEd
San Diego State University

COURSE GUIDE- COURSE DESCRIPTIONS

2021-2022

UNIVERSITY OF PHOENIX

Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic Catalog constitute all active credit-bearing University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th of the previous month. Please contact a University representative for additional details about course availability and course information for a specific location or modality of instruction.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	Activity Description
ACC 210	Accounting Information Systems	3	This course introduces accounting students to the use of accounting systems and real-world applications, such as QuickBooks. Areas of study include fundamental concepts and technologies, the Internet, intranets, electronic commerce, information systems development, accounting and bookkeeping principles, decision support systems, and the preparation of accounting-related documents and statements in QuickBooks.
ACC 290	Principles of Accounting I	3	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 290T	Principles of Accounting I	3	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 291	Principles of Accounting II	3	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.

ACC 291T	Principles of Accounting II	3	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.
ACC 316	QuickBooks	3	This course introduces accounting students to the use of accounting systems using QuickBooks. Topics include: QuickBooks basics, setting up a company, and the management of financial information.
ACC 316T	QuickBooks	3	This course introduces accounting students to the use of accounting systems using QuickBooks. Topics include: QuickBooks basics, setting up a company, and the management of financial information.
ACC 326	Managerial Accounting	3	

ACC 326T	Managerial Accounting	3	This course provides an introduction to managerial accounting and covers various fundamental concepts relating to the accounting environment. Topics include: cost concepts and allocation, short-term and long-term financial assets, current and long-term liabilities, contributed capital, stock holder equity, and the analysis of financial statements.
ACC 349	Cost Accounting	3	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 349T	Cost Accounting	3	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 400	Accounting for Decision Making	3	This course focuses on effective decision making as it relates to accounting and financial activities in a business enterprise. Course topics will include cost management, budgeting, business operations, financial management, and financial analysis. Students will develop the necessary analytical tools to enhance business operations.

ACC 421	Intermediate Financial Accounting I	3	This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows, and full disclosure issues.
ACC 421T	Intermediate Financial Accounting I	3	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422	Intermediate Financial Accounting II	3	This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, as well as cash and cash equivalents. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.
ACC 422T	Intermediate Financial Accounting II	3	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.

ACC 423	Intermediate Financial Accounting III	3	This course is the third of a three-part series of courses related to intermediate accounting. This course examines owners' equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.
ACC 423T	Intermediate Financial Accounting III	3	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes and errors, and the statement of cash flows.
ACC 455	Corporate Taxation	3	This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456	Individual/Estate Taxation	3	This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 460	Government and Non-Profit Accounting	3	This course covers fund accounting, budget and control issues, revenue and expense recognition, and issues of reporting for both government and non-profit entities.
ACC 491	Contemporary Auditing I	3	This course is the first in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.
ACC 492	Contemporary Auditing II	3	This course is the second in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.
ACC 497	Advanced Topics in Accounting Research	3	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

ACC 537	Financial Accounting	3	In this course, students are introduced to the basic concepts and methods of corporate financial statements commonly used by investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.
ACC 541	Accounting Theory & Research	3	In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder's equity, and a program overview.
ACC 542	Accounting Information Systems	3	In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543	Managerial Accounting & Legal Aspects of Business	3	In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting; cost analysis; management planning and control; negotiable instruments; secured transactions; debtor-creditor relationships; property and insurance; and legal aspects of employment and environment.

ACC 544	Internal Control Systems	3	In this course, students gain a broad perspective of the control environment and the role it plays in attainment of financial and operational goals of the organization. Topics include an overview of the control environment, risk management, internal control systems, control activities for business functions, controls for information technology systems, and reporting on internal controls.
ACC 545	Financial Reporting	3	This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546	Auditing	3	In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACC 547	Taxation	3	In this course, students develop an understanding of the federal income tax law and its application to individuals, partnerships and corporations. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S corporations, and partnerships.

ACC 548	Not-for-Profit & Government Accounting	3	In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.
ACC 556	Forensic Accounting	3	In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.
ACCCB 543	Managerial Accounting and Legal Aspects of Business	3	<p>In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.</p> <p>Competency 13: The student will analyze key aspects of managerial accounting and capital budgeting to drive effective business decisions</p> <p>Competency 14: The student will employ strategic decision-making methods to budget, track, analyze, and control business costs.</p> <p>Competency 15: The student will evaluate laws, regulations, and business risks associated with business operations.</p>
ADM 511	Personnel Administration for Educators	3	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.

ADM 512	Leadership Strategies for Educators	3	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards. Participants also explore ways to facilitate positive school change.
ADM 513	School Law for Educators	3	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 514	School Finance for Educators	3	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.
ADM 516	Ethical and Legal Issues for Administrators	3	This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.

ADM 517	Special Education Program Administration	3	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.
ADMIN 500	Orientation to Administration and Supervision	0	This course is designed to provide an orientation to the primary components of the Master of Arts in Education/Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
ADMIN 518	Leadership and Collaborative Processes	3	This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams.
ADMIN 524	Supervision of Curriculum, Instruction and Assessment	3	This course examines principals' responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

ADMIN 528	Administration of Special Programs	3	This course provides students with an overview of an administrator's role in a wide array of special programs offered in public schools today. Candidates examine programs and services geared towards diverse student populations, including special education, English learners (EL), gifted education, Title I, alternative education, early childhood, career readiness, and school counseling programs. In addition, candidates learn about the importance of student and teacher leadership, as well as Response to Intervention (RTI) as a model for school improvement.
ADMIN 536	School Finance and Facilities Management	3	This course provides an overview for principal candidates in the basic concepts of school finance and facilities management. Topics include school funding and finance, legal and political issues of school funding, and the benefits of school funding. Principal candidates will also examine issues regarding facilities planning and management. Principal candidates will participate in field experiences related to school finance and facilities management.
ADMIN 555	School Policy and Law for Principals	3	This course examines legal and ethical principles and practices in the context of the educational setting. The legal framework, laws, liability, curriculum, attendance, religion, and school safety are all discussed, analyzed, and applied to current educational practices.
ADMIN 560	Human Resources Leadership and Management	3	This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

ADMIN 565	School Improvement Processes	3	This course focuses on the use of assessments in K-12 education and their role in developing school improvement plans from a principal's perspective. Candidates review the types of assessments that a school leader needs to be familiar with, the data they generate, and how to interpret the data for decision-making purposes. In addition, the instructional improvement model and the process of continuous school improvement are explored.
ADMIN 570	Equity, Diversity, and Access in Education	3	This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 575	Family, Community, and Media Relations	3	This course focuses on the role of the school principal as a catalyst in developing and maintaining relationships with families, business and community groups, and the media to support a school's vision and programs. Candidates examine the importance of public relations, effective communication practices, and strategies for identifying a community's resources, interests, and needs. Candidates will also analyze ethical considerations for working with external stakeholders, establishing effective media relations, and building business partnerships to benefit their school and community. In addition, candidates plan a social action project that involves school, families, community, and the media.
ADMIN 591A	Principal Internship Part I: Instructional Leadership	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.

ADMIN 591B	Principal Internship Part II: Organizational Management	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.
ADMIN 591C	Administrative Internship Part III: Professional Practice	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
ADMIN 594A	Administrative Practicum Part I: Instructional Leadership	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.
ADMIN 594B	Administrative Practicum Part II: Organizational Management	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

ADMIN 594C	Principal Practicum Part III: Prof Perspectives & Ref Prac	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
AET 500	Foundations of Adult Learning Theory	3	Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.
AET 508	Community-Based Education	3	This course provides an analysis of community-based programs and services available for adult learners. Students examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. In addition, students examine issues, trends, and barriers to success for adult learners. Students also review special populations of adult learners and their needs for community-based education.
AET 552	Marketing Adult Education	3	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.

AET 560	Facilitating Change	3	Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.
AET 562	Social Media for Professional Learning	3	Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570	Program Development in Adult Education	3	Learners examine a leader's role in developing and managing adult education within an organization. Learners define the organization's learning needs from a systems perspective, review the leader's role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.
AJS 503	Intro to Graduate Study in Criminal Justice and Security	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Students will learn program standards and objectives, graduate-level oral and written communication, collaboration, as well as locating, evaluating, and citing scholarly resources in the criminal justice and security disciplines.

AJS 504	Survey of Justice and Security	3	This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
AJS 505	Foundations of Justice and Security	3	This foundational course introduces the philosophies and relationships between policing, the court systems, corrections, and private security. Students will learn about public safety organizations and private sector organizations.
AJS 514	Criminological Theory	3	This is an advanced course in theories and crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.
AJS 515	Criminological Theory and Risk Mitigation	3	This advanced course focuses on theories of criminology, crime causation and victimization to include classical, biological, psychological, and sociological theories. Prevention strategies and victimogenesis considerations are addressed. Risk mitigation theories and application principles will also be surveyed as they relate to criminological theories.

AJS 524	Cybercrime and Information Systems Security	3	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, and data associated with information systems.
AJS 525	Cybercrime and Information Security	3	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, social media or other virtual platforms, and data associated with information systems.
AJS 534	Organizational Administration in Justice and Security	3	This course explores the various elements of organizational leadership and administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 544	Ethics in Justice and Security	3	This course examines the theoretical and philosophical basis of ethics and the standards of professional conduct applicable to justice and security agencies. Emphasis is placed on ethical dilemmas, the role of ethics in forming policy, and ethical decision-making. The course also explores procedural justice and transparency within an organization, the use of federal consent decrees, and the influence of diversity and equity on criminal justice and security practices.

AJS 554	Concepts of Physical and Personal Security	3	This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.
AJS 555	Critical Incident and Risk Management	3	This course examines the interrelationships between organizational risk assessment and consequence management within the context of justice and security organizations. Specifically, the course will examine organizational risk mitigation and management strategies, physical facility security, personal protection and the role of critical incident management.
AJS 564	Management of Institutional Risk and Critical Incident Mgmt	3	This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, we will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.
AJS 565	Strategic Planning in Criminal Justice and Security	3	This course discusses the role of strategic planning in attainment of the long-term mission and vision of criminal justice and security organizations. Students learn to create a common framework for organizational decision-making and resource investment. Essential elements of strategic planning are addressed, including the development, deployment, and performance measurement processes required to ensure that strategic plans remain relevant and dynamic. The relationship between strategic, operational, and tactical planning is also clarified.

AJS 574	Finance and Budgeting in Justice and Security	3	This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 583	Legal Issues in Justice and Security	3	This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society.
AJS 584	Forensic Science and Psychological Profiling	3	This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.
AJS 586	Public Policy Issues	3	This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 587	Contemporary Issues in Investigative Methodologies	3	This course provides the student with a fundamental understanding of forensic science, data, technology, behavioral profiling, and the application of scientific methodologies to the investigative process.
AJS 590	Public Policy and Civil Rights	3	This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society. The potential conflicts between public policy and civil rights will be discussed.
AJS 594	Program Development and Evaluation	3	This course prepares the student to identify operational goals, objectives, and evaluation of criminal justice or security programs within society. This course will provide an understanding of the application of key concepts, methods, and approaches in the field of program evaluation within the criminal justice and security profession.
APB 001	Assessment Period	0	This is assessment break period 001.

APB 002	Assessment Period	0	This is assessment period break 002.
APB 003	Assessment Period	0	This is assessment period break 003.
APB 004	Assessment Period	0	This is assessment period break 004.
APB 005	Assessment Period	0	This is assessment period break 005.

APB 006	Assessment Period Break 006	0	This is assessment break period 006.
APB 010	Assessment Period Break	0	This is an assessment period.
APB 020	Assessment Period Break	0	This is an assessment period.
APB 030	Assessment Period Break	0	This is an assessment period.

APB 040	Assessment Period Break	0	This is an assessment period.
APB 050	Assessment Period Break	0	This is an assessment period.
APB 060	Assessment Period Break	0	This is an assessment period.
APB 070	Assessment Period Break	0	This is an assessment period.

APB 080	Assessment Period Break	0	This is an assessment period.
APB 090	Assessment Period Break	0	This is an assessment period.
APE 515	Elementary Content Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the elementary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of elementary content, along with current research on pedagogy, are explored. This course provides teacher candidates with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
APE 518	Elementary Models, Theories, and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.

APE 522	Elementary - Effective Learning Climates	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APE 537	Elementary Curriculum and Assessment- Reading/ELA	3	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on the observations of groups of students in elementary education settings, is incorporated into the course requirements.
APES 514	Survey of Special Populations	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
APES 545	Clinical Practice	3	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

APES 562	Assessment and Evaluation	3	This course provides the teacher candidate with the methodology to assess student learning effectively. The focus is placed on providing teacher candidates with the tools necessary to use, interpret, and evaluate student growth in order to inform instruction. Teacher candidates explore a variety of assessment tools and construct objective and performance assessments.
APMT 315	Technology and Society	3	This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build social and material capital. A special focus is on the benefits technology accrues to humans and communities, as well as potential harmful effects of engaging with technology.
APMT 430	Social Media and Human Interaction	3	This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology-mediated relationships, and social etiquette in cyberspace.
APMT 440	Influence of Media on Behavior	3	This course explores the ways in which contemporary media shape cultures and human behaviors, including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education, and celebrity culture.

APMT 460	Cyber Communications	3	This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations and cyber commerce.
APMT 470	Digital Learning	3	This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings.
APS 508	Secondary - Models, Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
APS 523	Secondary - Effective Learning Climates	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, developing the classroom as a community, engaging and motivating the learner, communicating with parents, managing disruptive students, and connecting with diverse learners. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.

APS 542	Secondary Curriculum and Assessment-Reading Methods	3	This course focuses on the most current research, theory, and methods of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
APS 559	Secondary Content Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. The teacher candidate will use assessment data to enhance instruction that meets the students' varied learning needs. Teacher candidates will promote critical thinking, apply essential strategies, and incorporate meaningful context to promote a deeper understanding of content. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored.
APSE 559	Foundations of Special Education	3	This course examines the foundations of special education and introduces the characteristics of learning disabilities. State and federal regulations for the referral process, available programs or service delivery options, and Individualized Education Programs are examined. In addition, assessment and remediation techniques, instructional strategies, and classroom management practices are explored as well as the use of appropriate classroom materials. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APSE 570	SPED Curriculum and Assessment-Reading/ELA	3	This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will examine the foundations of reading development as well as formal and informal reading assessments used to identify students' strengths, weaknesses, and reading levels. Instructional techniques, including research-based phonics instruction, strategies for teaching learners with dyslexia, and intervention practices for working with exceptional learners are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.

APSE 575	Mathematics Instruction for SPED	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction and professional practices.
APSE 576	Characteristics of Autism Spectrum Disorders	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
APSE 578	SPED -Model Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
APSE 584	Learning Disabilities and Language Development Disorders	3	This course examines the characteristics of students with learning disabilities and language and development disorders. The teacher candidate will analyze and implement classroom management, instructional strategies, assessment, and augmentative and alternative technologies based on the needs of the students through a comprehensive lesson plan. Attention is given to the referral process and available program or service delivery options.

ARTS 100	Introduction to the Visual and Performing Arts	3	This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development.
ARTS 230	Survey of the Visual Arts	3	This course offers a foundation in analysis of the elements and styles in the visual arts. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning and the ability to make critical judgment based on principles of art.
ARTS 340	Exploration of Western Classical Music	3	This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.
AUT 510	Autism Spectrum Disorders: Foundations	3	This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn assessment and diagnosis processes, interventions, accommodations, and supports, with emphasis on current evidence-based practices.

AUT 512	Autism Spectrum Disorders: Communication and Socialization	3	This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.
AUT 513	Autism Spectrum Disorders: Behavior Management	3	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.
BCC 395	Contemporary Issues and Futures in Cybercrimes	3	This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.
BCC 400	Information Systems Fundamentals	3	This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.

BCC 401	Cybercrime in the 21st Century	3	This course explores developments and changes in the commission of crime, and the corresponding efforts to combat crime, brought about by the rapid creation, adoption, and expansion of technology. Specific topics include: how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, various types of cyberthreats, exploring the cybercriminal, and criminal justice efforts involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.
BCC 402	Cybercrime and Role of Law Enforcement Security Personnel	3	This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders, provide service to their communities.
BCC 403	Global Technology and Cybercrime	3	In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cyber technology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.
BDAT 376	Preparing Data for Analysis	3	This course covers prepping, cleaning, organizing and augmenting data for analysis. Students learn how to prepare data by cleaning it, creating the necessary variables, and formatting all variables, transcribing data, adjusting data that requires weighting and scale transformations and selecting the data analysis strategy.

BIO 101	Principles of Biology	3	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 101T	Principles of Biology	3	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 280	Conservation Biology	3	This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.
BIO 290	Anatomy and Physiology I	4	Anatomy and Physiology I is the first of a two-course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.

BIO 291	Anatomy and Physiology II	4	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.
BIO 315	Ecology and Evolution	3	This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.
BIO 330	Invertebrate Zoology	3	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.
BIO 335	Entomology	3	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.

BIO 340	Microbiology	3	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.
BIO 350	General Biology I	4	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.
BIO 351	General Biology II	4	This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through the completion of virtual labs.
BIO 405	Human Biology	3	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.

BIO 410	Genetics	3	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.
BIS 221	Introduction to Computer Applications and Systems	3	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 221T	Introduction to Computer Applications and Systems	3	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 320	Business Information Systems	3	This course provides instruction on the use of Business Information Systems. Students apply Microsoft® Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.

BLE 571	Instructional Techniques and Methods	3	This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.
BPA 200	Public Sector Communications	3	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to, include: memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.
BPA 201	Foundations of Public Administration	3	This course serves as an introduction to the study of public administration. During this course, students will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.
BPA 211	Foundations of Federal, State, and Local Government	3	This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.

BPA 221	Critical Thinking and Decision Making in the Public Sector	3	This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.
BPA 300	Politics and Citizenship: the Public Policy Environment	3	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 311	Principles of Governmental Accounting	3	This course focuses on principles of governmental accounting and budgeting. This course emphasizes financial statement preparation and analysis, internal controls, regulatory environment, and compliance. Students will gain knowledge in the civic implications of local, state and federal budgets.
BPA 321	Personnel Management	3	This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at-will, volunteer and non-profit personnel.

BPA 331	Financial Management for Non-Profit Organizations	3	This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non-profit organizations as well as in the international arena.
BPA 341	Public Programs: Implement and Evaluate in a Dynamic Setting	3	This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.
BPA 351	Research in Public Administration	3	This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
BPA 361	Grant Writing	3	This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.

BPA 371	Intergovernmental Relations	3	This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public- public and public- private, will be explored as will the use of quasi-governmental agencies.
BPA 381	Public Administration Policy, Legal Issues, Law & Ethics	3	This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.
BPA 410	Government and Non-Profit Accounting	3	Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.
BPA 411	Public Finance: Sources, Management, and Reports	3	This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.

BPA 421	Organizational Behavior and Ethical Responsibility	3	This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.
BPA 431	Leadership in the Public Sector	3	Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.
BPA 441	Urban and Regional Planning	3	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.
BPA 451	Capital Improvement Planning & Management	3	As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal/restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.

BPA 461	Contemporary Issues in Public Administration	3	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.
BRM 216	Introduction to the Retail Industry	3	This course provides students with an overview of the retail industry. Topics include an examination of basic principles and terminology, the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.
BRM 226	Customer Service Management	3	This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on using technology to improve customer service and managing customer interactions to enhance competitive advantage within the retail sector.
BRM 236	Sales, Tools, and Strategies	3	This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.

BRM 246	Retail Marketing: Merchandising	3	This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics. Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.
BRM 266	Retail Operations: Supply Management	3	This course is an examination of the retail operations function of retail management, including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.
BRM 276	Leadership and Supervision in Retail Capstone	3	This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of student in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.
BRM 353	Product and Brand Management	3	This course presents an analysis of product and brand management as it relates to the goods and services life cycle from conception to purchase. Upon completion of this course, students will be prepared to design and implement successful product and brand development strategies that deliver value to consumers.

BRM 360	Retail Data Analytics for Decision Making	3	The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional "brick and mortar" locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.
BSA 250	Foundations of Data Analytics	3	This course introduces practices in data analytics foundational to the industry and the field of data analytics. Covered are theories of analytics, the phases of the analytics lifecycle, analysis and exploration of data, relevant statistics for data modeling, data visualization, and the tools used for data analytics.
BSA 310	Business Systems	3	This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, and decision support. Emphasis is placed upon the selection, implementation, and use of information systems, the potential for integration of the systems, and information systems security.
BSA 375	Fundamentals of Business Systems Development	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

BSA 376	Systems Analysis and Design	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development with a focus on application within health care. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.
BSA 385	Intro to Software Engineering	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.
BSA 411	Systems Analysis Methodologies	3	This course provides an overview of planning a business analysis approach, which includes business analysis, requirements elicitation, enterprise analysis, and solution assessment.
BSA 412	Systems Analysis Tools	3	This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools - computer and non-computer supported. Emphasis is placed on when and how Microsoft® Visio® may be used for analysis.

BSA 413	IT Service Management	3	This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL) ® framework. The ITIL® framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.
BSA 425	BSIT Capstone	3	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSA 500	Business Systems I	3	This course introduces business systems. The course reviews the basics of the business environment and influences on that environment. Accounting and finance business systems are also reviewed.
BSA 502	Business Systems II	3	This course reviews the following business systems: marketing, sales, human resources, operations, and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 505	IS Auditing Processes	3	<p>This course focuses on information systems auditing, IT governance and protection and control of information assets. Topics include laws, regulations, standards, guidance, techniques, and professional ethics.</p> <p>This course is aligned to The Process of Auditing Information Systems domain of the ISACA CISA job practice areas.</p>
BSA 510	IT Governance and Management	3	<p>This course focuses on providing assurance that the organization has the structure, policies, accountability mechanisms, and monitoring practices in place to achieve the requirements of governance and management of IT.</p> <p>This course is aligned to the Governance and Management of IT domain of the ISACA CISA job practice areas.</p>
BSA 515	Acquisition, Development and Implementation of IS	3	<p>This course focuses on the practices for acquiring, developing, testing, and implementing information systems to meet the organization's strategies and objectives. Topics include business case development, supplier selection, project management, and controls. This course is aligned to the Information Systems Acquisition, Development and Implementation domain of the ISACA CISA job practice areas.</p>
BSA 520	Operations, Maintenance and Support of IS	3	<p>The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise's strategies and objectives.</p>

BSA 525	Information Assets Protection	3	The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise's security policies, standards, procedures, and controls ensure the confidentiality, integrity, and availability of information assets.
BSA 531	IT Architecture in the Age of Cloud	3	IT Architecture in the Age of Cloud covers solution architecture designed specifically for the cloud, with alignment to AWS Solution Architect - Associate certification. Course topics include designing and defining resilient performant architectures, and securing and cost-optimizing architectures that are operationally excellent.
BSA 550	Customer Relationship Management	3	This course provides a comprehensive review of customer relationship management (CRM), which is a major component of organizational business intelligence (BI). This course covers the domain of CRM and is not tied to any particular perspective and covers a number of holistic models. Students will learn three types of CRM - strategic, operational and analytical. This course emphasizes a managerial perspective on CRM while maintaining a balanced view of the technology.
BSA 570	Analytic Programming	3	This course is an introduction to analytic programming, an essential component of business analytics. Analytic programming combines statistical processes and programming to identify meaningful patterns in data as well as construct useful models. Topics include data access, data structures, data management, data functions and structures, reports and error resolution within the context of a statistical analysis framework. This course is aligned to the SAS Base Programmer Certification.

BSA 580	Statistical Business Analytics	3	This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.
BSCOM 100T	Introduction to Communication	3	This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.
BSCOM 210	Logic and Rhetoric	3	Open-mindedness to different perspectives is important - but equally important is the ability to construct a valid argument in support of one's claim. This course covers key skills in reasoning, critical thinking, and persuasion used to effectively communicate. Topics include logical argumentation, rhetoric, persuasion, semantics, and perception.
BSCOM 210T	Logic and Rhetoric	3	Open-mindedness to different perspectives is important - but equally important is the ability to construct a valid argument in support of one's claim. This course covers key skills in reasoning, critical thinking, and persuasion used to effectively communicate. Topics include logical argumentation, rhetoric, persuasion, semantics, and perception.

BSCOM 230	Storytelling	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 230T	Storytelling	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 234T	Foundations of Interpersonal Communication	3	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
BSCOM 250	Communication Technology	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.

BSCOM 250T	Communication Technology	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.
BSCOM 268T	Foundations of Mass Communication	3	This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.
BSCOM 300	Advertising and the Media	3	This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.
BSCOM 310	Interpersonal Communication	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.

BSCOM 310T	Interpersonal Communication	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.
BSCOM 320	Mass Communication and Media	3	This course introduces key media theories and practices and examines the history of mass communication and its influence on society. Topics covered include media literacy, propaganda, marketing, law, and ethics.
BSCOM 320T	Mass Communication and Media	3	This course introduces key media theories and practices and examines the history of mass communication and its influence on society. Topics covered include media literacy, propaganda, marketing, law, and ethics.
BSCOM 324	Communication Research	3	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies and content analysis.

BSCOM 324T	Communication Research	3	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies, and content analysis.
BSCOM 330	Computer Mediated Communication	3	This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.
BSCOM 336T	Communication Theories and Practice	3	This course explores the various theories of communication that create the foundation for study of communications in the bachelor's degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.
BSCOM 340	Organizational Communication	3	In this course, students will apply key communication strategies that support effective organizational communication. Topics include change management, training and development, operational transformation, and performance improvement.

BSCOM 340T	Organizational Communication	3	In this course, students will apply key communication strategies that support effective organizational communication. Topics include change management, training and development, operational transformation, and performance improvement.
BSCOM 348	Small Group and Team Communication	3	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 348T	Small Group and Team Communication	3	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 350	Journalism: Writing for Impact	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.

BSCOM 350T	Journalism: Writing for Impact	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.
BSCOM 360T	Organizational Communication	3	This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.
BSCOM 370	Social Media Communication	3	The emergence of social media has transformed how individuals, organizations, and entire industries communicate with one another. This course examines the evolution of social media technology and its influence on communication and behavior. Students will examine principles of visual communication, including the use of symbols and signs to communicate information.
BSCOM 370T	Social Media Communication	3	The emergence of social media has transformed how individuals, organizations, and entire industries communicate with one another. This course examines the evolution of social media technology and its influence on communication and behavior. Students will examine principles of visual communication, including the use of symbols and signs to communicate information.

BSCOM 380	Corporate Communication and Public Relations	3	This course introduces strategies used to shape public opinion, including image and brand management. Foundational principles of corporate and public relations and communication ethics are covered.
BSCOM 380T	Corporate Communication and Public Relations	3	This course introduces strategies used to shape public opinion, including image and brand management. Foundational principles of corporate and public relations and communication ethics are covered.
BSCOM 384	Marketing Communications	3	This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.
BSCOM 386	Sales Communications	3	This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

BSCOM 390	Intercultural Communication	3	The purpose of this course is to assist students in understanding and applying the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.
BSCOM 390T	Intercultural Communication	3	The purpose of this course is to assist students to understand and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.
BSCOM 400	Technical Communication	3	In this course, students will research and organize complex information for instructional and technical purposes. Students will also explore various technologies and editing processes used to clarify the delivery and display of information.
BSCOM 410	Media and Society	3	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

BSCOM 410T	Media and Society	3	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.
BSCOM 415	Communication Law	3	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 415T	Communication Law	3	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 420	Global and Intercultural Communication	3	In a world rich in culture and diverse individual backgrounds, it is essential to understand principles of effective intercultural and global communication. In this course, students will examine the influence of society upon group behavior, cultural traditions, and communication practices, and will apply strategies to improve communication and competence across various intercultural environments and contexts.

BSCOM 435	Creativity and Communication	3	Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of creative is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.
BSCOM 450	Negotiation, Mediation, and Diplomacy	3	Conflict and disagreements happen in every organization. This course examines conflict management and mediation strategies for a variety of situations that can be used to defuse tension and promote collaboration and compromise. Topics include communication law, negotiation, and diplomacy.
BSCOM 460	Ethics and Communication	3	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.
BSCOM 460T	Ethics and Communication	3	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

BSCOM 465	Communication in Mediation and Conflict Resolution	3	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 465T	Communication in Mediation and Conflict Resolution	3	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 470	Marketing and Sales Message Management	3	This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers, the development of marketing communications campaigns, the integration of the sales cycle and marketing communications, the use of a single voice to customers across all selling touch-points, and the ethical considerations associated with customer message management.
BSCOM 480	Applied Communication Capstone	3	In this capstone course, students will integrate and apply their learning from throughout the program. Students will construct a comprehensive and strategic communication plan and evaluate its impact on organizational performance.

BSCOM 485	Capstone in Communication	3	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSCOM 485T	Capstone in Communication	3	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSHS 305	Historical Development of Human Services: An Introduction	3	In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker's investment in the multidimensional field.
BSHS 325	Human Systems and Development	3	Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change.

BSHS 335	Ethics and Values for Human Service Professionals	3	In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information. (3 credits). Prerequisites: BSHS 305, 325; COMM/215 or equivalent; MTH/209 or equivalent.
BSHS 345	Diversity and Special Populations	3	The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general.
BSHS 355	Delivery of Human Services: Theory and Practice	3	This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally.
BSHS 375	Information Systems and Technology in Human Services	3	This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.

BSHS 385	Interpersonal Communication and Interviewing Skills	3	Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions.
BSHS 395	Client Assessment and Planning	3	This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals.
BSHS 405	Intervention, Direct Service Delivery & Case Management	3	This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals.
BSHS 406	Family and Social Systems: Contemporary Trends and Issues	3	Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.

BSHS 407	Family Violence Across the Lifespan: A Multi-Strata Problem	3	This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences, and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.
BSHS 408	Childhood Abuse and Neglect	3	This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution, and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.
BSHS 415	Field Experience I	3	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting.
BSHS 415O	Orientation to Field Experience	0	This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.

BSHS 425	Administration & Management of Human Service Programs	3	Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.
BSHS 426	Human Services Management: Theory & Practice	3	This course traces the historical context of human services management. Students will examine strategies for managing an integrated, multi-emotionally driven work force. Students will prepare to be generalists, understanding the scope of leading work forces under pressure. Students will employ learned management practices to distinguish, inspect, and measure the important attributes of program management and supervision. A focus on organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation, and effective communication with a range of paraprofessional and professional colleagues allows students to explore their role as managers in the growing human services field.
BSHS 427	Critical Thinking Skills in Management Decision-Making	3	This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems, and lead environments will be explored. Concepts of strategic planning, organizing, and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.
BSHS 428	Human Services Program Design and Proposal Writing	3	This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

BSHS 435	Research and Statistics in Human Services	3	This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.
BSHS 437	Social Systems and Aging	3	This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings, and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly- dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.
BSHS 438	Care for Aging Populations	3	The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation. (3 credits) Prerequisite: BSHS/437.
BSHS 439	Grief, Loss and End of Life Issues	3	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict. (3 credits) Prerequisite: BSHS/438.

BSHS 445	Survey of Crisis and Mental Health Issues and Interventions	3	In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk.
BSHS 455	Working with Addictions	3	This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation, and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction- and chemical-dependence-related issues.
BSHS 456	Addiction Interventions for Human Service Workers	3	This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured inpatient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.
BSHS 457	Codependence and Working with Families	3	In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families. (3 credits). Prerequisite: BSHS/456

BSHS 458	Action Planning, Relapse Prevention and Aftercare	3	This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues. (3 credits).
BSHS 465	Professional Development and Identity	3	In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS).
BSHS 475	Field Experience II	3	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority.
BSHS 485	Capstone: Advocacy and Creating Social Change	3	This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment.

BSLS 101CA	Orientation to Liberal Studies in Education	0	This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, Teacher Performance Assessments, and student teaching will be discussed.
BSS 395	Contemporary Issues and Futures in Security	3	This course focuses on modern topics in the security discipline to include an examination of current issues and potential future issues in the security industry. Emphasis is placed on studies of theoretical and practical applications of security leadership principles, physical security, investigative techniques, cybersecurity, legal and ethical considerations, future security issues and the role of the Chief Security Officer. Students will apply critical thinking and analyses of these core concepts in the comprehensive study of public, private and non-profit sector organizations in order to garner an overall grounded understanding of contemporary issues and futures in the security discipline.
BSS 480	Risk Management Perception and Communication	3	In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regards to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.
BSS 481	Counterterrorism Intelligence and Analysis	3	This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counter terrorism; examine counter terrorism analysis methods and Global Security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology Issues in counter terrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.

BSS 482	Securing Critical Infrastructure and Cyberspace	3	This course explores the developments and changes in security operations to secure the critical infrastructure in public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post-9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.
BSS 483	World View of Homeland Security	3	Students in this course will develop new skills to aid in the protection, safety, and security of society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.
BUS 212	Foundations of Business	3	In this course, students will understand the foundations of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.
BUS 212T	Foundations of Business	3	In this course, students will understand the foundations of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.

BUS 441	Small Business Operations	3	This course provides students with an overview of small business operational needs. Students will examine regulatory requirements, operational considerations, and human resource needs related to small business ownership.
BUS 475	Integrated Business Topics	3	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student's previous coursework.
BUS 502	The External Factors that Impact Business	3	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.
BUS 503	Accounting and Financial Decision Making	3	This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.

BUS 511	Managing the Business Environment	3	This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.
BUS 515	Seminar in Business Topics	3	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, information systems, accounting, finance, economics, management, leadership, and marketing.
BUS 700	Introduction to Business Administration in Doctoral Study	3	The course provides an introduction to business administration for doctoral students entering the Doctor of Business Administration or Doctor of Management programs who do not have prior academic experience in this area.
BUS 721	Issues in Optimizing Operations	3	This course provides an overview of business information systems, specifically Business Intelligence (BI) and Enterprise Resource Planning (ERP). Students will learn how businesses adapt approaches to optimize their operations and the conditions under which these lead to success. Students will also examine the link between operations excellence and corporate strategy.

BUS 731	Transforming the Business I	3	This course requires the student to integrate previous learning by identifying organizational problems and recommending alternative business models that will positively impact future organizational performance. The outcome of this course will be delivered in Transforming the Business II.
BUS 732	Transforming the Business II	3	This course requires the student to integrate previous learning by identifying organizational problems and recommending alternative business models that will positively impact future organizational performance. The outcome of this course will be a continuation of Transforming the Business I.
BUS 733	Transforming the Business	3	In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.
CAP GM591	Cases in Cross-Border Management	3	This content area capstone course applies management concepts related to global environment and corporate responsibility in a digital economy. Students learn to evaluate global managers environment, cultural context of global management, formulating and implementing strategies for international and global operations and global human resource management with focus on People, Profits and Planet. Case studies are utilized to assist in synthesizing concepts from prior global and business management course work.

CCMH 502	Graduate Portfolio	0	Portfolio is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-week, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CCMH 504	Individual and Family Development Across the Life Span	3	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate clinical situations and assess potential therapeutic interventions in context.
CCMH 506	Personality Theories and Counseling Models	3	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population-specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 510	Multi-Cultural Issues in Mental Health Counseling	3	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CCMH 510CA	Multicultural Issues in Mental Health Counseling	3	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 511	Fundamental Counseling Skills	3	This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.
CCMH 515	Legal, Ethical, and Professional Issues in Counseling	3	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 515CA	Legal, Ethical, and Professional Issues in Counseling	3	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

CCMH 520	Biological Basis of Behavior/Physiological Issues	3	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro-anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 521	Psychopharmacology/Biological Basis of Behavior	3	The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.
CCMH 522	Psychopharmacology	3	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
CCMH 525	Research Methods for Mental Health Counselors	3	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.

CCMH 535	Psychometrics	3	The focus of this course is on tests used in counseling and test reports, with an emphasis on learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed, and the following components are discussed: psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results.
CCMH 540	Career and Vocational Counseling	3	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	Introduction to Clinical Assessment	3	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CCMH 547	Basic Clinical Assessment and Psychometrics	3	This course introduces students to models and tools of clinical assessment and diagnosis techniques, including tests and test reports used in counseling and behavioral analysis. Students use the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to practice writing clear, accurate, and useful intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.

CCMH 548	Psychopathology: Advanced Clinical Assessment	3	Students build on the skills gained in previous courses, focusing on the more complex or problematic disorders. Students enhance their skills by using the Diagnostic and Statistical Manual of Mental Disorders® for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical-thinking skills; and on multicultural, legal, and ethical issues.
CCMH 551	Individual Counseling	3	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 558	Crisis Intervention and Trauma	3	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
CCMH 561	Dependency and Addictions	3	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.

CCMH 565	Family, Couple, and Child Counseling	3	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.
CCMH 568	Group Counseling	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
CCMH 578	Seminar Clinical Mental Health	3	This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice, and reviews the trends in both the knowledge and skills necessary to practice clinical mental health counseling. Additionally, this course explores current national and local issues relevant to the practice of mental health counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context. Issues surrounding the need for ongoing professional identity development, including membership in professional organizations, are examined as a strategy for counselor involvement in advocacy processes. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models for diverse needs and settings, including crisis and trauma, are investigated in-depth.
CCMH 581	Supervision/Management in Clinical Mental Health Counseling	3	This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CCMH 592	Practicum in Clinical Mental Health Counseling	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to integrate theory into practice through intake, assessment, and treatment with clients seeking mental health services. This course includes a special topic on Grief and Loss counseling. Students develop their styles and strengths as professional counseling practitioners, as well as identify areas needing further development.
CCMH 592O	Orient to Practicum in Clinical Mental Health Counseling	0	This course is an orientation to the practicum and internship.
CCMH 597A	Internship A	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCMH 597B	Internship B	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

CCMH 597C	Internship C	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CEM 535	Managing the Experience within the Health Care Environment	3	This course prepares students with the tools to design strategies within an organizational setting that meet the needs of the health care customer to improve outcomes and financial performance. Students will draw insights from customer analysis and health care consumer trends and preferences to formulate customer-driven strategies that increase customer satisfaction, improves loyalty, and produces positive results. Additional emphasis will be placed on new technologies, the social customer, and social media management and marketing.
CHL 610	Community Health Assessment	3	This course examines the concepts, methods and practices for assessing the health of a community. Topics include assessment of resources, data, gaps, and strengths; developing community health profiles; identifying determinants of health; and the utilization of community health assessment in prioritizing recommendations and developing public health interventions.
CHL 620	Community Health Engagement and Organizing	3	This course examines key principles of community health promotion and community based participatory research principles. Key elements of community organizing for improved health outcomes including establishing community collaborations and partnerships, engagement, coalition building, community assessment, and dissemination of efforts. Principles of community engagement are examined in relation to community health.

CHL 630	Planning and Implementing Community Health Initiatives	3	In this course, learners create theory-based and evidence-informed community health initiatives. The course will examine use of logic models, intervention activities, budget development, organizational structure, and stakeholder engagement. Course concepts are applied to community health settings and scenarios and students gain opportunity to plan and implement health programs and initiatives.
CHL 640	Evaluating Community Health Initiatives	3	This course provides learners with an opportunity to plan, implement, and utilize evaluation methods within community health settings. Basic principles and practices of evaluation are addressed, including identifying the goals of a community health initiative; designing and implementing an evaluation plan; using evaluation results to improve processes, programs, policies, and outcomes; and sharing results with stakeholder groups.
CHM 110	Introductory Chemistry	3	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 150	General Chemistry I	4	This course provides students with in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students may apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.

CHM 151	General Chemistry II	4	This course continues the examination of principles and applications of chemistry that was begun in CHM/150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation & reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs.
CIS 207T	Information Systems Fundamentals	3	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, data management, networking, and the Internet.
CIS 291	PC and Device Fundamentals	3	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293 are aligned with the requirements of the CompTIA A+ 220-1001 exam.
CIS 293	Network Troubleshooting and Support	3	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293 provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291, are aligned with the requirements of the CompTIA A+ 220-1001 exam.

CIS 295	Introduction to PC and Mobile Operating Systems	3	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297 align with the requirements of the CompTIA A+ 220-1002 exam.
CIS 297	Computer Security and Operational Support Fundamentals	3	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295 align with the requirements of the CompTIA A+ 220-1002 exam.
CIS 298	Healthcare IT	3	This course is an introduction to the technical knowledge and IT skills applied to healthcare business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in healthcare.
CIS 568	Information Systems Concepts	3	This course introduces the role of computer information systems in today's business environment. An overview is presented of the infrastructure, data, network, software, and hardware that make up computer information systems, the systems development process, and state-of-the-business topics of which management personnel should be aware.

CIT 245	Local Area Networking Fundamentals	3	This course addresses the fundamentals of local area network (LAN) and provides the basic networking components and their functions. The OSI model is introduced and the TCP/IP protocol stack and its layers are examined. Students learn how to install, operate, configure, and verify a basic IPv4 network, including implementing IPv4 addressing, configuring a LAN switch, and troubleshooting common LAN switch issues.
CIT 249	Wide Area Network Environment	3	This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Students learn routing and switching operations, including implementing VLANs and trunking, implementing and troubleshooting single-area Open Shortest Path First (OSPF) routing protocol and introduce IPv6 main features, addresses, and basic configuration. Advanced IP services are described, such as applying and troubleshooting Access Control Lists (ACLs), and managing IP address space using Network Address Translation (NAT), and Port Address Translation (PAT).
CIT 274	Routing and Switching Implementations	3	This course describes implementing scalable, medium-sized switched and routed networks. Students learn to build and improve redundant networks using Spanning Tree Protocol (STP) and EtherChannel, implement and troubleshoot EIGRP and multi-area OSPF routing protocols, and troubleshoot IPv6 network connectivity issues.
CIT 276	Routing and Switching Management	3	This course provides the knowledge and skills necessary for routing and switching management. Topics include extending Local Area Network (LAN) into a Wide Area Network (WAN), Virtual Private Network (VPN) solutions, and frame relay connectivity. Students learn network device, IOS file, and licensing management.

CIT 277	Website Development Foundations	3	This course introduces essential website development skills. Students will write code manually, as well as be introduced to graphical user interface (GUI) authoring tools. Topics include Hypertext Markup Language 5 (HTML5) code validation, web forms, tables and frames, Internet marketing, search engine optimization (SEO), and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.
CIT 278	Internet Business Concepts	3	This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.
CIT 279	Network Technology Foundations	3	This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the Open Systems Interconnection (OSI) reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.
CJA 305	Criminal Law	3	This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 314	Criminology	3	Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 315	Criminal Procedure	3	This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth, and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, and pretrial and trial processes. In addition, the United States Constitution, as interpreted by the U.S. Supreme Court, is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.
CJA 316	Survey of Criminal Justice	3	This course provides an overview of the key components, theoretical foundations and processes involved in the administration of criminal justice. The course examines the application of historical and philosophical considerations between the components of the criminal justice system.
CJA 324	Ethics in Criminal Justice	3	This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil liability in law enforcement and correctional environments.

CJA 325	Criminal Organizations	3	This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 326	Ethics in Criminal Justice	3	This course explores the ethical standards and codes of professional responsibility in criminal justice professions. It also provides a foundational perspective for ethics in relationship to professional organizations and agencies. Students will examine the interrelated nature of ethics, morality, legal responsibility, and social issues in criminal justice settings.
CJA 335	Research Statistics	3	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 336	Diversity in Criminal Justice	3	This course offers an inclusive, critical, and balanced examination of the American criminal justice system with respect to major aspects of multiculturalism and societal diversity. Students will examine policies, procedures, and issues of diversity prevalent in criminal justice administration.

CJA 344	Cultural Diversity Issues in Criminal Justice	3	This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.
CJA 345	Research Methods and Evaluation	3	Students learn and demonstrate knowledge of research methodology including problem formulation, design, data collection and analysis, interpreting and summarizing research findings while exploring the range and scope of research and evaluation tools available to the criminal justice professional. Students also analyze and critique criminal justice program and service evaluations published by criminal justice research professionals.
CJA 346	Theories of Criminology and Victimology	3	This course examines fundamental theories on the causes of criminal behavior, determinations on the extent of criminality in society, associated policy implications and the application of criminological theories in the criminal justice system. This course also explores traditional victimology, special victims and responses to victimization including civil and criminal processes and the correlation of victimology and criminology.
CJA 355	Grant Writing	3	This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.

CJA 356	Organizational Behavior and Management	3	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations. Organizational behavior management challenges individuals to understand organizational structure and systems, leadership, effective communication, and change management in our rapidly changing society.
CJA 365	Budget, Finance, and Planning	3	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 374	Juvenile Justice Systems and Processes	3	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 375	Interagency Communication	3	This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Emergency management principles, inter-organizational communication, and potential collaboration models are explored.

CJA 376	Interagency Communication	3	This course explores the relationships across all levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter-organizational communication, and potential collaboration models are explored.
CJA 385	Criminal Justice Policy Analysis & Program Evaluation	3	Students learn and demonstrate knowledge of models and operational strategies used to develop and evaluate criminal justice policies and programs including issue identification, development of alternative solutions and strategies, and predicting the potential impact of justice system policy alternatives and programs. Students also analyze and critique criminal justice policy and program evaluations published by criminal justice research professionals.
CJA 386	Research Statistics	3	This course examines introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis. Students will demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze the use of statistics in research published by criminal justice researchers.
CJA 395	Current Issues/Futures in Criminal Justice Management	3	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.

CJA 416	Budget, Finance, and Planning	3	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 426	Grant Writing and Funding	3	This course explores the essential foundations and strategies that criminal justice agencies and associated programs utilize in their pursuit of federal, state, and private grant solicitations. Students will identify funding sources, budgetary approaches and best practices in the development of successful grant proposals.
CJA 436	Mental Health Services and Crisis Intervention	3	This course explores the concepts designed to promote solutions that assist criminal justice professionals when dealing with individuals affected by mental health issues. Students will evaluate the concepts and administration of crisis intervention and mental health services, and their practical applications in the field. Students will create strategies for providing services to varied populations in the criminal justice system.
CJA 444	Organizational Behavior and Management	3	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations—court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 446	Criminal Justice Policy Analysis and Program Evaluation	3	This course explores strategies and alternative solutions used to develop, implement, and evaluate criminal justice policies and programs. Students analyze the operations of criminal justice programs against established standards in order to determine program improvement.
CJA 454	Criminal Justice Management Theory and Practice	3	This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles, and assessing the effectiveness of the activities of criminal justice organizations. Students will discuss constitutional requirements, court decisions, and legislation as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology and purposes and formats of financial statements are introduced.
CJA 456	Contemporary Issues and Future in Criminal Justice	3	This course will examine the impact of current and future advancements that interface with the criminal justice system. Discussions will focus upon established research and predictive techniques in policing, courts, and corrections. Students will gain the requisite knowledge to advance the profession as positive change-agents, through the extrapolation of future themes within the ever-evolving criminal justice field.
CJA 474	Managing Criminal Justice Personnel	3	This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems with, procedures for, and solutions to common personnel issues will be explored.

CJA 475	Forecasting and Strategic Planning	3	This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.
CJA 476	Criminal Justice Problem-Solving Methods	3	This course examines problem-solving approaches to criminal justice issues through root cause analyses, application of problem-solving methodologies, and assessment of the effectiveness of the criminal justice responses to contemporary issues.
CJA 484	Criminal Justice Administration Capstone	3	This capstone course is designed for students to integrate their acquired knowledge of theory into practical applications. Students focus on integrating core content of criminal justice administration with specialized content from the criminal justice management concentration area. Students assess the impact of their educational experiences on their professional competence and values, critical thinking, problem solving, communication, information use, and collaboration skills necessary for the modern criminal justice manager.
CJA 486	Administration Capstone	3	This capstone course is designed for students to integrate their acquired knowledge of theory into practical applications. Students will demonstrate ethical decision-making, research, public policy and administration as it applies to communities and the criminal justice field.

CJHS 395	Issues and Futures in Human Services in Criminal Justice	3	This course examines both the principle issues in providing human services within contemporary criminal justice as well as the extrapolation of such issues toward possible futures of human services within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected from human services and human service workers in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, and national levels of human services in criminal justice administration.
CJHS 400	Theory and Practice: Human Services in Criminal Justice	3	Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.
CJHS 410	Mental Health and Crisis Interventions in Criminal Justice	3	Students will learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.
CJHS 420	Case Management and Services Provided in Criminal Justice	3	This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.

CJHS 430	Collaborative Services in Criminal Justice	3	This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of human service workers in the areas of mediator, advocate, facilitator, evaluator, provider and agency representatives. Overcoming barriers to effective service delivery through the use of collaboration is also considered.
CJS 201	Introduction to Criminal Justice	3	This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology, and constitutional limitations of the system will be covered.
CJS 205	Composition for Communication in the Criminal Justice System	3	This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.
CJS 211	Ethics in Criminal Justice	3	This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.

CJS 215	Introduction to Forensics	3	This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.
CJS 221	Cultural Diversity in Criminal Justice	3	This course offers a comprehensive, critical, and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts, and corrections environments.
CJS 225	Critical Thinking in Criminal Justice	3	This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.
CJS 231	Criminology	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.

CJS 235	Victimology	3	This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.
CJS 241	Introduction to Police Theory and Practices	3	This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJS 245	Juvenile Justice Systems and Processes	3	This course is a general introduction to the field of juvenile justice, including an overview of the juvenile justice system and the differences between dependency and delinquency. Students address current problems facing juveniles, and compare adult and juvenile justice systems. Special attention is given to the problems inherent in the police handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.
CJS 251	Introduction to Criminal Court Systems	3	This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the court system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJS 255	Introduction to Corrections	3	This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.
CMGT 245	IS Security Concepts	3	This course introduces general concepts of information systems security. Content includes governmental views, positions, and risk assessment and management. Coursework explores other concepts, including contingency and business resumption planning, backup schemes, and implementation strategies, as well as various types of invasive actions and prevention measures.
CMGT 400	Intro to Information Assurance & Security	3	This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
CMGT 410	Project Planning and Implementation	3	This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.

CMGT 413	Application Acquisition and Sourcing	3	This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and insourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.
CMGT 420	Integrated Project Management	3	This course prepares students for the Project Management Institute (PMI®) CAPM® certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.
CMGT 430	Enterprise Security	3	This course covers the managerial and technical considerations related to access controls, authentication, external attacks, and other risk areas facing an enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well as the concepts for protecting the hardware and software assets of an enterprise.
CMGT 431	Information Systems Security	3	This course introduces students to the concept of information systems security within the framework of a major security certification - the Certified Information Systems Security Professional (CISSP) certification. It provides an overview of the new eight domains of the CISSP certification and prepares students for more detailed work in the subsequent program courses. The domains include: Security and Risk Management, focusing on Security, Risk, Compliance, Law, Regulations, and Business Continuity; Asset Security, focusing on Protecting the Security of Assets; Security Engineering, focusing on Engineering and Management of Security; Communication and Network Security, focusing on Designing and Protecting Network Security; Identity and Access Management, focusing on Controlling Access and Managing Identity; Security Assessment and Testing, focusing on Designing, Performing, and Analyzing Security Testing; Security Operations, focusing on Foundational Concepts, Investigations, Incident Management, and Disaster Recovery; and Software Development Security, focusing on Understanding, Applying, and Enforcing Software Security.

CMGT 433	Cyber Security	3	This course explores the evolution from information security to cyber security, policy and cyber security development, and the relationships between business and public- or private-sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and Internet security as they apply to both business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability or mitigation process as well as the need for development of an organization-wide cyber security policy.
CMGT 442	Information Systems Risk Management	3	This course reinforces student's knowledge of the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas presented. Organizational policies, project management, and procurement considerations will also be analyzed and applied to development, implementation, and use of computer-based information systems.
CMGT 445	Application Implementation	3	This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s), and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.
CMGT 545	Influence and Leadership in Tech	3	This course discusses how to effectively communicate with organizational C-suite leaders and lead as a strategic partner, as IT continues to move from a department supporting or serving the business to leading change and innovation. Leadership skills includes managing project scope, cost, quality and stakeholders. Students learn the importance of soft skills such as influence, idea sharing and generating, managing conflict, and leading change.

CMGT 554	IT Infrastructure	3	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the Internet, server and storage architectures, and regulatory considerations.
CMGT 555	Systems Analysis and Development	3	This course provides a background in analysis and design techniques for business system and application development. This course covers Software Development Life Cycle (SDLC) with emphasis on waterfall and agile methodologies.
CMGT 556	Enterprise Models	3	This course provides an introduction to organizational managerial support systems and the use of metrics in strategic business decisions. Strategies for the use of a Supply Chain Management (SCM) system with a focus on the software selection and implementation are evaluated. Additionally the role and benefits of a Customer Relationship Management (CRM) system are examined with a comparison of Enterprise Resource Planning (ERP) benefits to the business process. The skills developed in this course ensure that students have a strong foundation and background of successfully integrating all three strategies within an organization.
CMGT 557	Emerging Technologies & Issues	3	The course examines emerging technology, the related issues and their potential impact on an organization. This examination provides an understanding of both the technical and managerial issues, including the strategic implications associated with emerging technologies.

CMGT 558	Strategic Management of Technology and Innovation	3	This course covers the subject of technological innovation management as a strategic process from assessing competitive dynamics, strategy formulation, to strategy implementation with an eye toward new product development. Students are given opportunities to use critical and design thinking to solution real-world challenges such as skill shortages, technical debt, and DevOps.
CMGT 559	Managing Risk and Security vs Opportunity	3	This course explores the role of security and risk management in the overall business strategy as it relates to the opportunities involved in implementing emerging technologies across industries. Topics include identifying risks and vulnerabilities, developing a plan or solutions to mitigate the risks, and integrating these solutions in the business.
CMGT 575	CIS Project Management	3	This course addresses the processes and skills needed for successful project management in the computer information systems and technology environment of business. Topics include project scoping, estimating, scheduling, budgeting, tracking, and controlling.
CMGT 578	CIS Strategic Planning	3	This course provides the knowledge and skills to develop effective short, intermediate, and long-range strategic information systems plans. Course topics include the need for and contents of a corporate strategic plan; the relationship of information systems planning to overall organizational goals; assessment of the organization's current state; determination of information technology (IT), project, and management requirements; and the means of prioritizing and selecting systems projects.

CMGT 582	Security & Ethics	3	The ethical issues examined in the course include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations, and compliance requirements are examined in this course, as well as the considerations for creating a safe digital environment within the organization.
CMGT 583	IS Integration	3	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture
CMHC 551	Human Sexuality and Sex Therapy	3	The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations.
CNSL 500	Orientation to the Counseling Profession	0	CNSL/500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.

CNSL 502	Graduate Portfolio I	0	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CNSL 503R	Residency I	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency is the last requirement for formal admission into the counseling program and provides an opportunity for students to observe, practice, and demonstrate competency in basic counseling skills. Students are evaluated on professional dispositions, fundamental counseling skills, and their readiness to matriculate in the program.
CNSL 513R	Residency II	1	This residency course is 2-weeks in length, with significant synchronous interactions with faculty and peers. The final 3-days of the residency provides an opportunity for students to observe, practice, and demonstrate competency integrating counseling skills with cognitive-behavioral theory. Students explore couples counseling concepts and strategies. Other topics include professional and personal development; application of theory to practice; and sensitivity to diversity issues. Students will demonstrate intake, assessment and treatment planning abilities. In addition to counseling skills, students are evaluated on professional dispositions and their readiness to progress in the program.
CNSL 523R	Residency III	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. Students practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. This residency is also used to determine the student's readiness for work with diverse populations during clinical placement in practicum and internship courses. Specific topics include professional orientation, professional identity, personal growth, and self-care.

CNSL 556	Portfolio II	0	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.
COM 295	Business Communications	3	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the effect of technology, such as social media, on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.
COM 295T	Business Communications	3	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.
COM 340	Mass Communication	3	This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

COM 516	Professional Communications	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
COM 520	Organizational Communication for Adult Education & Training	3	In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and technology tools for collaborative learning.
COM 537	Organizational Communications	3	This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.
COM 539	Communications: Selling and Customer Engagement	3	This course will introduce students to the fundamentals of the sales management process. Students will leverage their negotiation and persuasive communication skills in the development of a sales plan. Specific topics include an understanding of strategies for prospecting ethically based long-term relationship selling, proactive customer-focused selling techniques, and adaptive selling and active listening practices.

COM 600	Communication Skills for Graduate Study	3	This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.
COM 705	Communication Strategies	1	This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
COM PA523	Communications for Public Administrators	3	This course prepares students to communicate with multiple stakeholders, elected officials and the public in the political environment. Students will apply communication concepts to create messages that are sensitive to the opinions and positions of disparate groups. Other topics, at the state and local level, include uniqueness of public sector communications, public involvement, and internal & external communications.
COMM 110	Introduction to Oral Communication	3	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.

COMM 315	Diversity Issues in Communication	3	This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.
COMM 400	Management Communication Skills	3	This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.
COMPROGLAB	Computer Programming Lab	0	This is a workshop for the new BSIT program Computer Programming Labs.
CPMGT 300	Project Management	3	This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft®Project software.

CPMGT 301	Strategic Portfolio and Project Management	3	This course introduces students to the planning phase of project management. Students will discover the connection between strategic portfolio management and project management. Other topics include project-based versus non-project-based organizations, activity planning and sequencing, human resource planning, communications planning, and project management planning.
CPMGT 302	Procurement and Risk Management	3	This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.
CPMGT 303	Project Estimating and Control Techniques	3	To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.
CPMGT 304	Leading Projects in Organizations	3	This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMGT 305	Project Management Capstone	3	This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management knowledge learned throughout the Project Management Certificate. Students will develop and deliver a project plan and presentation of that plan to the executive board in a role-play environment. Universal project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.
CPMGT 310	Project Management Methodologies	3	This course examines the various project management methodologies used to successfully manage projects within an organization. Students will discover effective and efficient practices of applied project management techniques to include waterfall, PRINCE2®, agile, six sigma, and Kanban methods. Students will also examine the influence of project type on the methodology used to effectively manage the project.
CPMGT 311	Agile Project Management with Scrum Methodology	3	This course provides students with an understanding of agile management as it relates to the agile project manager utilizing scrum methodology. Students will apply the scrum development framework to deliver rapidly improved outcomes within an organization. Scrum practices will be discussed in detail, including self-organizing teams, Scrum roles, sprint planning, tracking, and tools for defining and measuring progress.
CPMGT 312	Program Management	3	This course provides students with an overview of program management techniques to effectively manage the complexity of a collection of projects. Students will develop the skills to logically dissect a complex deliverable into individual parts, apply best practices to develop logical plans for program components, and understand how to manage dependencies and organize program staff into a high-performing program team.

CPSS 210	Introduction to Criminal Justice	3	This course is an introductory overview that provides students with the opportunity to gain an understanding of the criminal justice system in the United States. The course surveys the foundations of the criminal justice system including individual and organizational roles and the issues encountered on a daily basis.
CPSS 215	Survey of Corrections in the United States	3	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies and organizations who manage and support convicted offenders. Other topics include policies and procedures, sentencing, community supervision, and rehabilitation of offenders.
CPSS 225	Survey of Correctional Program Career Opportunities	3	This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.
CPSS 235	Working with the Juvenile Justice System	3	This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.

CPSS 240	Foundations of Criminal Behavior	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CPSS 300	Working with the Correctional Population	3	This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.
CPSS 315	Social Psychology	3	This course provides a unified view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and power and exchange in social life. Human thoughts, feelings, and actions as influenced by other people are explored.
CPSS 316	Social Psychology and Criminal Behavior	3	This course provides a unified view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and group think as they relate to human thoughts, feelings, and actions.

CPSS 330	Essentials of Communication in Corrections	3	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.
CPSS 331	Ethics and Values for Support Services Professionals	3	This course provides an overview of ethical standards outlined by human service, criminal justice, and mental health organizations. Students will explore and examine their personal values, beliefs, and biases as they relate to different social involved populations.
CPSS 332	Diversity and Special Populations	3	This course offers an inclusive, critical, and balanced examination of diverse populations. The emphasis of this course is on implicit and explicit multicultural factors. Students will examine personal beliefs, values, and develop culturally appropriate strategies when working with diverse and special populations.
CPSS 370	Intake, Assessment, and Classification	3	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.

CPSS 385	Case Planning and Case Management	3	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.
CPSS 395	Program Facilitation Skills	3	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	Institutional and Community-Based Programs	3	This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.
CPSS 405	Working with Sex Offenders	3	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.

CPSS 410	Overview of Mental Health in Criminal Justice	3	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.
CPSS 411	Mental Health Issues in the Forensic Setting	3	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	Organic- and Physiologically-Based Disorders	3	This course introduces students to the diagnostic criteria for organic and physiologically based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 413	Character- and Personality-Based Disorders	3	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.

CPSS 415	Working with Juvenile Offenders	3	This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.
CPSS 416	Overview of Adolescent Development	3	This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.
CPSS 417	The Role and Influence of the Family	3	This course allows students to examine the complex correlation between of family dynamics and juvenile delinquency. Students explore topics related to prevention, development, and rehabilitation.
CPSS 418	Prevention and Treatment Interventions	3	This course will introduce students to basic prevention and treatment models. Students will survey a variety of interventions and strategies for addressing delinquent behavior.

CPSS 420	Issues of Substance Abuse and Addiction	3	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.
CPSS 421	Etiology and Physiology of Addictions Disorders	3	This course examines the development of addiction disorders and the factors that influence substance abuse. Students will explore the prevalence of co-occurring disorders and addictions in vulnerable populations.
CPSS 422	Alcohol- and Drug-Related Addictions Disorders	3	This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.
CPSS 423	Prevention, Self-Help, and Treatment Models	3	This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.

CPSS 430	Maintaining Boundaries and Self-Care	3	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.
CSC 390	Culture and Communication	3	Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.
CSC 391	Geography, Culture and Communication	3	This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.
CSC 392	Ethnic and Cultural Diversity	3	Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.

CSS 422	Software Architecture	3	This course focuses on the role of software architecture in modern business system development. Topics covered in this course include the understanding of software architecture as a set of design decisions to meet functional requirements and quality attributes, design patterns, modeling tools and techniques, and software architecture in some new technology trends.
CSS 562	Programming Concepts	3	This course introduces object-oriented programming (OOP) in the context of business applications development. This course blends the need to understand the discipline of developing a modern, Graphical User Interface (GUI) based object-oriented program using the Java™ programming language, and the issues and topics with leading and managing programming projects in a team setting.
CTEC 510	Overview of Career and Technical Education	3	This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 511	Career and Technical Education Curriculum and Instruction	3	This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.

CTEL 501	Language and Language Development	4	This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes, and stages of language acquisition will also be covered.
CTEL 502	Assessment and Instruction	4	This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards-based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE), as well as resources, approaches and methods, listening and speaking, and reading and writing.
CTEL 503	Culture and Inclusion	4	This course addresses culture and inclusion. Participants examine cultural concepts and perspectives, cultural diversity, cross-cultural interaction, and culturally-inclusive instruction. Cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning is also explored.
CUR 505	Social and Global Perspectives of Teacher Leadership	3	Students in this course have the opportunity to analyze the field of education from a social and global perspective. Students investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.

CUR 506	Theories and Best Practices of Curriculum and Instruction	3	This course focuses on applying curricular theory to best practices in the 21st century classroom. Learners explore current research in curriculum and instruction. In addition, learners analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.
CUR 515	Critical Thinking and Innovative Skills	3	Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
CUR 516	Curriculum Theory and Instructional Design	4	In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.
CUR 518	Multicultural Strategies for the Adult Learner	3	In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.

CUR 520	Advocating for Learning	3	Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.
CUR 525	Ethical Issues in Education	3	This course examines the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision making. Students will explore ethical, social, and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.
CUR 528	Assessment of Learning	3	Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and analyzing assessments to improve instruction and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.
CUR 530	Assessment and Evaluation Models	3	In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school-wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.

CUR 532	Facilitating Online Learning	3	Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools; mobile learning technologies; and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies..
CUR 535	Research for Improved Practice	4	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to select instructional practices that lead to gains in student achievement that promote lifelong learning.
CUR 540	Methods of Coaching in the Instructional Setting	3	This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. This course will examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Candidates will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.
CUR 545	Using Technology for Teaching and Learning	3	Students evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st-century classroom. Students will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, students will determine how they will advocate and be change agents for technology integration within their districts, schools, classrooms, and the community.

CUR 550	Engaging in Communities of Practice	3	Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.
CUR 555	Professional Learning for Continuous Improvement	3	Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high-quality staff development and learning networks.
CUR 712	Curriculum Theory	3	This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.
CUR 713	Curriculum, Developmental, and Learning Theories	3	This course provides an overview of foundational and contemporary learning theories and the principles of brain-based learning and cognitive information processing. Students will examine how learning theory contributes to the intellectual development of learners and the impact it has on the educational process and curriculum design. With these concepts as a foundation, students will analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

CUR 721	Curriculum Design	3	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722	Instructional Models	3	This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs, and staff development are of special focus.
CUR 723	Assessment of Student Learning	3	This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
CUR 731	Supervision of Curriculum and Instruction	3	This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

CUR 732	Program Evaluation	3	In this course, students explore program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
CYB 100	Cyber Domain	3	This course defines the Cyber Domain that encompasses Cybersecurity as the discipline of securing computer information and communications systems, networks, infrastructures and assets, and protecting them against damage, unauthorized use, modification or exploitation. The Cyber Domain must be managed ethically, politically and physically in a similar collaborative fashion to the space, maritime and physical domains of states and nations globally.
CYB 110	Foundations of Security	3	This course provides comprehensive Cybersecurity awareness and a fundamental understanding of various computer and network security threats such as: Identity Theft, Fraud, Online Scams, Virus and Backdoors, Hacking, Social Engineering Attacks and more.
CYB 120	Computer Network Defense Part 1	3	This course provides network training on Computer Network Defense fundamentals; security threats, vulnerabilities, and attacks; controls, protocols and devices; and security policy design and implementation.

CYB 130	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYB 130T	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYB 135	Object-Oriented Security Scripting	3	Students reinforce foundational skills and learn new topics such as modules, files, inheritance, recursion, plotting, and searching and sorting algorithms. Students apply programming skills and knowledge to basic forensic investigation, port scanning, and network analysis, needed in cybersecurity.
CYB 140	Computer Network Defense Part 2	3	This course provides network training on Computer Network Defense. Introduced topics include physical and host security; firewall configuration and management; Intrusion Detection Systems (IDS) and Virtual Private Network (VPN) configuration and management.

CYB 150	Computer Network Defense Part 3	3	This course provides network training on Computer Network Defense. Introduced topics include wireless defense; traffic monitoring and analysis; network risk and vulnerability management; data backup and recovery; and incident response and management.
CYB 160	Governance and Privacy	3	This course is an historical overview of the continually evolving development of global internet governance and policy that was intended to be open, inclusive, collaborative and transparent rather than being mandated by governmental or intergovernmental agreement. User privacy and the confidentiality of data are additional topics that impact governance and are covered in this course.
CYB 205	Infrastructure Administration	3	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.
CYB 207	Risk Frameworks	3	This course focuses on security risk assessment. Risk Frameworks reviewed include National institute of Standards and Technology (NIST), International Organization for Standardization (ISO), and developing models.

CYB 209	Compliance Management, Certification and Accreditation	3	Risk frameworks, as they apply to critical infrastructures, are evaluated in this course. An example security and compliance plan is reviewed and serves as a model for course assignments. Templates for writing security policies and developing a security and compliance plan are employed in a course project.
CYB 211	Applied Security Part 1	3	This course provides reinforced learning on cybersecurity topics and builds from prior network defense courses. Reviewed topics include networking topologies; physical and network security; data protection; tools used to scan, protect, and test networks; network policies and procedures; and mitigation of network and operating system vulnerabilities.
CYB 213	Applied Security Part 2	3	This course provides reinforced training on cybersecurity topics. Reviewed topics include network monitoring; intrusion detection systems; remote security; VPN management; firewall management; network incident response; data backup and recovery.
CYB 215	Project Cyber Operations	3	This project on Cyber Operations combines and demonstrates the acquired knowledge and skills from preceding policy, operations, compliance and security accreditation courses.

CYB 225	Linux Fundamentals	3	This is an introductory course on Linux that provides sufficient command of the subject to meet the initial needs of penetration testing.
CYB 227	Sniffing and Network Analysis	3	This course develops essential skills for network analysis by sniffing packets using a network protocol analyzer.
CYB 229	Ethical Hacking Part 1	3	This course provides training on penetration testing. Introduced topics include Introduction to Ethical Hacking, Footprinting and Reconnaissance, Scanning Networks, Enumeration, System Hacking, and Malware Threats.
CYB 231	Ethical Hacking Part 2	3	This course provides training on penetration testing. Introduced topics include sniffing, social engineering, denial-of-service, session hijacking, hacking web servers, evading IDS, firewalls, and honeypots.

CYB 233	Ethical Hacking Part 3	3	This course provides training on penetration testing. Introduced topics include SQL injection attacks, hacking web applications, wireless networks, mobile platforms, operational technology, the Internet of things, and cloud platforms, and cryptography basics.
CYB 235	Project Ethical Hacking	3	This project on Applied Ethical Hacking combines and demonstrates the acquired knowledge and skills from sniffing and penetration testing courses.
CYB 320	Global Cyber Ethics	3	Classical ethical models are reviewed in this course and identified in an analysis of usage and product practices on the global Internet from an international perspective. A comparison of evolving codes of ethics in culturally diverse nations is developed in order to better prepare a globally-sensitive security professional.
CYB 340	Web and Cloud Computing and Security	3	This course focuses on becoming familiar with and securing web applications and cloud computing. The student is given hands-on training on implementing web and data base servers and experiencing first-hand the power of cloud deployment.

CYB 350	Security Team Participation	3	This course provides hands-on, real life experience for the student to participate as a contributing member of an enterprise security team. The various roles of security team members are studied, observed and experienced daily in a functioning computer infrastructure.
CYB 360	Wireless Security	3	This course prepares the student to plan, install, configure and maintain a secure wireless infrastructure. Topics covered include basic radio frequency (RF) technologies, regulations and standards, protocols and devices, network implementation, network security, RF site surveying, antenna concepts, wireless network architecture, wireless local area network (LAN) hardware and software, along with network design, installation and management.
CYB 405	Information Systems Governance	3	This course focuses on the application of information security management principles from an executive management point of view. This course will cover Information Security Management Program, the IS Governance Program, Regulatory and Legal Compliance, and Risk Management.
CYB 407	Information Systems Risk Controls and Auditing Management	3	This course focuses on information security management principles. It will cover Designing-Deploying and Managing Security Controls, Security Control Types and Objects, Implementing Control and Assurance Frameworks, and Audit Management.

CYB 409	Information Systems Leadership, Projects and Operations	3	This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.
CYB 411	Information Systems Core Competencies	3	This course focuses on the application of information security management principles and provides training on penetration testing methodologies including Security Analysis, TCP/IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering and Vulnerability Analysis.
CYB 413	Strategic Planning and Finance	3	This course concentrates on the application of information security management principles, and covers Security Strategic and Financial Planning.
CYB 415	Project Cybersecurity Policy and Governance	3	This project is designed to enhance the skills based competencies of the Chief Information Security Officer's role in today's environment. Students must conduct detailed analysis of case industry studies and perform practical application exercises involving executive level decisions that are highly critical to overall success.

CYB 425	Security Analyst Procedures and Methodology	3	This course provides training on penetration testing methodologies including Security Analysis, TCP IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering, and Vulnerability Analysis.
CYB 427	Security Analyst Network Threat Testing	3	This course provides training on using penetration testing methodologies on both internal and external networks comprised of Firewalls, Intrusion Detection Systems, and Web and SQL Database Applications.
CYB 429	Security Analyst: Database, Web Apps and Perimeter Devices	3	This course provides training on using penetration testing methodologies on Database, web applications and perimeter devices. Students will also learn to analyze post-test results as well.
CYB 431	Security Testing and Analysis	3	This course provides instruction on using penetration testing methodologies associated with wireless, IoT, and Cloud technologies. Students learn Standards and Compliance, Information Systems Security Principles, Incident Handling and Response, and Auditing as well as how to analyze post-test results.

CYB 433	Project Pen Testing Plan	3	This penetration testing planning project is designed to enhance the skills based competency of a penetration tester. Students must conduct a detailed penetration test through a Cyber range environment and submit a formal written report.
CYB 435	Project Pen Testing Execution and Report	3	This penetration testing execution project is designed to enhance the skills based competency of a penetration tester. This course is intensively hands-on and significant emphasis is placed on the practical competency of the student.
CYB 445	Risk Assessment	3	This course will focus on proficiency in analyzing security risks and insider threats. Students will also learn how to assess various security incidents such as malware incidents, email security incidents, and insider attack threats.
CYB 447	Insider Threat and Reporting	3	This course will focus on proficiency in handling and responding to various security incidents such as network security incidents, malicious code incidents, and insider attack threats. In addition, students will learn about computer forensics and its role in handling and responding to incidents with proper reporting in reference to security policies and law.

CYB 449	Computer Forensics Investigative Process	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover major forensic investigation scenarios that enable students to acquire necessary hands-on experience on forensic investigation techniques including Searching and Seizing Computers, Digital Forensics, First Responder Procedures, and Understanding Hard Disks and File Systems.
CYB 451	Computer Forensics Lab	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover major forensic investigation scenarios that enable students to acquire necessary hands-on experience on various forensic investigation techniques including Windows Forensics, Data Application and Duplication, Recovering Deleted Files and Deleted Partitions, and Investigation using forensic toolkits.
CYB 453	Network, Wireless, Web, Email and Mobile Forensics	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover forensic investigation scenarios that enable students to acquire necessary hands-on experience using forensic investigation such as Steganography and Image File Forensics, Application Password Crackers, Log Capturing and Event Correlation, Investigating Logs and Network Traffic, Investigating Wireless and Web Attacks and Investigative Reports.
CYB 455	Project Digital Forensics	3	This project on Applied Digital Forensics combines and demonstrates the acquired knowledge and skills from preceding specified courses.

CYB 490	Capstone Bachelor Design	3	The Capstone project combines and demonstrates the acquired knowledge and skills from Computer Network Defense, other Core Courses, and selected Elective courses. This course comprises the project design phase of the Capstone.
CYB 492	Capstone Bachelor Implementation	3	This project is the implementation phase of the Capstone project that combines and demonstrates the acquired knowledge and skills from Computer Network Defense, other Core Courses, and selected Elective courses.
CYB 500	Advanced Cybersecurity Concepts	3	This course delivers core concepts in cybersecurity related to protecting an organization. Students learn topics in threat intelligence and detection, techniques for identifying vulnerabilities within an organization's infrastructure, network and data analysis, incident response and the prevention of future attacks.
CYB 505	Secure Software Development	3	This course covers topics in secure software design, the Software Development Life Cycle (SDLC). Students learn how to follow secure coding practices and analyze code for security risks before testing and validating the security of their design. Students also learn concepts in deployment, operations and maintenance of secure software.

CYB 510	Cloud Security	3	This course provides students with an overview of the concepts related to securing a cloud environment. Students learn the design principles and requirements involved in securing a cloud or hybrid enterprise while adhering to policies, frameworks and regulations necessary to maintain resilient structures. Other topics include risk management, risk assessment, software security, and business continuity planning.
CYB 515	Network Security	3	This course provides instruction in advanced topics in network security. Students learn how to protect a network from vulnerabilities including designing a network with security in mind, selecting the proper technologies, implementing security policies and touches on the human factors associated with network security. Additional topics include physical security, disaster recovery and digital forensics.
CYB 520	Cyber Ethics	3	This course covers a range of moral, social and ethical considerations in the realm of cyberspace. Students learn concepts in privacy, governance, censorship, and intellectual property by exploring the impact of technology on morals and ethics from a societal approach.
CYB 525	Leadership in Cybersecurity	3	This course will include several areas of leadership in cybersecurity that include a building and maintaining a cybersecurity technology stack, building and maintaining a layered defense strategy and the expenses associated. Students will learn how to present to the board of directors as an everyday function as a cybersecurity leader that comprises of an understanding of how to create a report, communicate effectively and how that will impact the budget and overall strategy.

CYB 530	Cybersecurity Practitioner	3	This course introduces concepts in security operations such as security principles, network security, cloud security and incident response. Students will learn about Security Operations Center (SOC) operations and procedures and how these relate to an incident response plan.
CYB 535	Secure Programming	3	The course includes advanced concepts in programming for students who already have a background in one or more programming languages. Students will work on real-world scenarios in networking, database programming and security to support the cybersecurity infrastructure within an organization.
CYB 540	Cryptography	3	This course covers principles and practices in cryptography exploring more in-depth concepts in network security and secure communication. Students will work in a variety of algorithms and how concepts like public key infrastructure, hash functions and encryption methods help to secure an organization.
CYB 545	Threat Intelligence	3	This course provides students with a holistic view of threat intelligence, including not only the types of attacks but methods to determine motivation and goals behind a variety of attacks, data collection and analysis, and how to plan a threat intelligence program. Students learn the entire threat analysis process and how to create effective threat intelligence reports.

CYB 550	Technical Enterprise Security	3	This course will cover how to determine the best security measures based on different types of organizations. Students will learn how to meet the security requirements of an organization including network design, storage, applications and security controls as well as other technologies to build or maintain a resilient enterprise architecture.
CYB 555	Enterprise Security Operations	3	This course will teach students the appropriate methods and how to select the best tools for conducting a security assessment. Students will learn concepts in implementing incident response plans and recovery procedures and revisit how risk management is impacted by business and industry influences.
CYB 560	MSCYB Capstone	3	Students will use the tools and techniques gained through the sum of their experience and previous coursework to participate in a variety of cyber range activities and team-based activities.
DAT 105	Introduction to Database Concepts/Roles	3	This foundational course provides a historical perspective of database systems and the core concepts needed for any role in database careers.

DAT 205	Communicating across the IT Organization	3	With a focus on IT's responsibilities to work with an entire organization this course focuses on the presentation, negotiation, and communications skills needed to work with all levels of employees.
DAT 210	Data Programming Languages	3	This course covers today's most popular data programming languages. Students will be introduced at a high level to the programming languages as they relate to database design, development and management.
DAT 305	Data Structures for Problem Solving	3	This course covers data structures, recursion, analysis, sorting and searching (sequential and binary), tree and tree algorithms, graphs and graph algorithms, as related to organizational problem solving across industries.
DAT 350	Analyzing and Mining Data	3	This course covers data mining techniques for structured and unstructured data. Learn programming techniques and algorithms to transform large quantities of data into usable Business Intelligence (BI).

DAT 380	Advanced Database Architecture	3	This course covers DDBMS architectures, data structures, schemas and standards in addition to centralized and client server systems, server system architectures, parallel systems, distributed systems.
DAT 390	Database Integration with Other Systems	3	This course addresses the main standards for data integration, movement or replication and federation. Students will investigate transparency and emulation, cleaning, archiving and information preservation across systems.
DAT 565	Data Analysis and Business Analytics	3	This course will introduce students to data discovery, data analytics, and data visualization with contemporary business tools. Students will learn to differentiate data analytics from statistical analysis and use the power of informatics in shaping decision-making in the modern business context. The course will address analytics as a tool for business process-improvement and present data acquisition and formatting, metric creation, data discovery, and data visualization with real-world examples and exercises for students to work through in class.
DATCB 565	Data Analysis and Business Analytics	3	<p>This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.</p> <p>Competency 22: The student will employ statistical methods used in data mining and descriptive and predictive analytics to support actionable business decisions.</p> <p>Competency 23: The student will examine statistical patterns and trends to highlight organizational performance and support organizational strategic planning.</p> <p>Competency 24: The student will analyze business research to drive organizational decision making.</p>

DBM 280	Fundamentals of Access Database	3	This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.
DBM 294	Querying a SQL Server	3	This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment.
DBM 296	Administering a SQL Server	3	This course provides an introduction to the installation, configuration, support, availability, and recovery of databases. The considerations for database administration when addressing the requirements for user access, security, backup, and recovery will be covered. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL Server® database.
DBM 298	Implementing a Data Warehouse	3	This course will cover the design and implementation of a data warehouse. Emphasis will be placed on extraction and transformation of data, design of the data control flow, load options SQL Server Integration Services (SSIS) script options, and the establishment, implementation, and maintenance of data quality solutions.

DBM 380	Database Concepts	3	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 381	Database Concepts	3	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 384	Special Purpose Databases	3	This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.
DBM 460	Enterprise Database Management Systems	3	This course covers distributed computing, middleware, and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

DBM 502	Database Management	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
DHA 700	Introduction to Health Administration in Doctoral Study	3	The course provides an introduction to health administration for doctoral students entering the Doctor of Health Administration program who do not have prior academic experience in this area.
DHA 711	Administration of Complex Health Care Systems	3	Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision-making at the policy and the organizational level.
DHA 714	Health Care Marketing	3	Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services.

DHA 715	Risk Management in Complex Health Organizations	3	The U.S. health care system is both complex and fragmented. It is critical that scholar-practitioner-leaders have a thorough understanding of risk management, as well as how to manage litigation and how to facilitate contractual relationships. Successful leaders will also need to possess a wide range of skills, including a working knowledge of resource, asset, and human resource management. A well-rounded leader will be required to understand concepts from claims administration and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.
DHA 721	Health Care Economics	3	This course focuses on the application of economic theory to the amount, organization, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services.
DHA 722	Policy and Regulation in Health Care	3	The scholar-practitioner-leader will focus on the role of health policy and regulations in the administration of health care systems. Students critically assess the complex dynamics of politics, ethics, and policy in the development of health legislation and regulations. The process of developing policy, rules and regulations at federal, state, and local levels is examined. Evidence-based approaches are applied to evaluate the effectiveness of implemented policy with emphasis on access, cost, quality and outcome measures. Major health legislation enacted during the 20th and 21st centuries and their impacts on health care at societal, system, and organization levels are reviewed.
DHA 723	Executive Information Systems	3	In this course, students examine clinical and administrative healthcare systems employed by executive leaders and the legislative practices that affect those systems. Specific emphasis is placed on critical systems used to facilitate decision-making, strategic planning, and financial reimbursement. Additionally, students discourse the origins, storage, and use of clinical data in the context of data warehouses, clinical repositories, electronic healthcare records, and big data.

DHA 724	Globalization of Health Care	3	This course focuses on global health care systems with the objective of improving the US health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.
DHA 731	Population Health and Epidemiology	3	The science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision- making. Students will apply this science in the analysis of emerging health epidemics and diseases.
DHA 732	Evaluation of Health Care Programs	3	This course is designed to present the major concepts, methods, and issues of evaluating health care programs and services to doctoral students. This course will prepare health care administrators to utilize various evaluation and research methodologies and tools to make decisions regarding program outcomes and effectiveness. Evaluation literature about health programs and services is integrated into the course from a wide variety of sources. Students will incorporate learning to develop a program evaluation plan presentation.
DHA 733	Contemporary Leadership Issues	3	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DNP 700	DNP Expectations Seminar	1	This foundational course introduces students to the program requirements and doctoral learning expectations for the Doctor of Nursing Practice (DNP) program. Students engage in structured activities and guided dialogue to promote inter/intrapersonal collaboration; explore the integration of the roles of Scholar, practitioner and leader; and demonstrate the initiative needed to take the next steps in their doctoral journey through iterative improvements to critical thinking, reading, and writing by applying faculty feedback, writing resources, and personal insights.
DNP 701	Biostatistics and Epidemiology	3	This course examines biostatistics and epidemiology for advanced evidence-based practice (EBP) in nursing using an integrated application of statistics to basic epidemiological concepts. Students engage in the practical application of statistical concepts, quantitative methodology for advanced evidence-based practice (EBP) in nursing, and statistical utility for decision-making using statistical analysis software to further examine the role of nursing practice related to disease and injury prevention. Additionally, students integrate decision theory and critical analysis through the evaluation of methods, results, and discussion sections of a research report.
DNP 705	Philosophy, Theory, and Science for Nursing Practice	3	This course focuses on the philosophical and theoretical underpinnings of nursing science and practice at the doctoral level of expertise. The philosophy of science and the philosophical, theoretical, and ethical foundations of nursing practice and inquiry are examined. Students integrate teaching-learning theory into a personalized framework for doctoral practice.
DNP 710	Evidence-Based Practice Measurement and Clinical Inquiry	3	In this course, students use practice scholarship to examine and address health issues at the population and practice levels. Students align research questions from various methodological approaches with appropriate research design and measures, while evaluating literature focused on providing safe, high-quality care outcomes. Critical analysis of case studies, evaluation of various measures of continuous quality improvement (CQI), and the effective use of program evaluation are addressed. Students also evaluate literature related to their DNP Applied Project topic and refine the methodology appropriate for their research question.

DNP 715	Information Systems and Health Care Delivery Technology	3	In this course, students examine the function and purpose of healthcare informatics and delivery technology in promoting advanced evidence-based practice in nursing. In addition, students explore the components of modern data systems, including advanced clinical information systems, decision modeling programs, and financial systems, to inform the selection, application, and evaluation of healthcare information systems and practice technologies.
DNP 725	Policy and Regulation in Health Care	3	This course will focus on an analysis of health policy and its influence on health care delivery systems. The student will examine the structure and function of legislative and regulatory bodies, governance, public relations, and global health care issues. The course promotes the concepts of leadership to inform advocacy, policy formation and implementation through the lens of ethics, social justice and evidence.
DNP 730	Organizational and Systems Leadership	3	This course will focus on the exploration of organizational and systems theory for quality improvement science. Students will contribute to the development of transformational leadership strategies to facilitate changes in health care systems.
DNP 740	Clinical Prevention and Population Health	3	The course focuses on the use of epidemiological biostatistical, environmental , geographic, genetic, behavioral and socioeconomic data to design, develop and implement interventions to improve health care access, address gaps in care and decrease health disparities. Students will apply comprehensive surveillance, prevention, and health promotion approaches to improve population health.

DNP 750	DNP Applied Project I	3	The outcome of this course will be a precis that articulates a specific goal and plan that will evolve into the student's DNP Applied Project.
DNP 751	DNP Applied Project II	3	In this course, students engage in the iterative advancement of the DNP practice dissertation proposal. With continued faculty guidance, students leverage self-assessment and forecasting strategies to refine their skills and improve upon the quality of their proposal drafts for completion and submission.
DNP 752	DNP Applied Project III	3	The outcome of this course will be the submission and oral defense of the DNP Applied Project.
DNP 752A	DNP Applied Project and Practicum III	3	The outcome of this course will be the submission and oral defense of the DNP Applied Project.

DOC 700	Developing the Doctoral Identity	1	This 5-week foundational course prepares students for the rigors of their program by establishing doctoral-level expectations in the areas of critical reading, writing, thinking, and research. Students explore the College of Doctoral Studies integrated approach to scholarship, practice, and leadership through structured activities and guided discourse while also developing the initiative to become self-directed learners in their intellectual/doctoral journey.
DOC 705R	Creative and Critical Thinking	3	This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 714S	Symposium I	3	This course serves as the first of two online immersive experiences for University of Phoenix doctoral students. The first covers foundational tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.
DOC 715	Doctoral Seminar I	3	This course deals with the theoretical and practical aspects of research and dissertation development in a practice doctorate context. In this course, students begin to develop Chapter 1 and to examine relevant industry and academic literature and move toward creation of a robust, cogent review of scholarship aligned with designing Chapter 2 of an applied doctoral dissertation.

DOC 719S	Symposium II	3	This course serves as the second of two online immersive experiences for University of Phoenix doctoral students. The second covers advanced tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.
DOC 720R	Doctoral Seminar I	2	DOC/720R is the first step in the formal development of the doctoral dissertation. You will review and clarify problem and purpose statements, create and refine research questions and hypotheses, identify sample populations, research methodologies and data gathering procedures and complete a précis that serves as a framework for the dissertation. The intended impact of the student's dissertation on society, the discipline, and practitioners will be discussed.
DOC 721N	Prospectus and Proposal Workshop	3	This course continues the formal development of the student's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, populations and samples, and the intended contribution of the study to the profession and society. The outcome of this course is Chapter 1 of the dissertation that articulates a specific goal and plan that will evolve into the learner's dissertation.
DOC 722	Doctoral Seminar II	3	In this course, students refine the requisite skills necessary to further develop their concept paper into a dissertation proposal. Students expand their work from Second-Year Residency by applying critical analysis to refine the research method, inform the selection of a research design, and to develop a focused literature review.

DOC 723	Doctoral Seminar II	3	In this course, students refine the requisite skills necessary to develop their dissertation-proposal Chapters 1 and 2 for review and approval. Students expand their work from previous courses by working with their University Research Methodologists (URM) to align their research foundation elements in Chapter 1, and by working with their Chair to develop a focused Chapter 2 literature review.
DOC 733	Doctoral Dissertation	3	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 733A	Doctoral Dissertation	3	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733B	Doctoral Dissertation	3	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.

DOC 733R	Doctoral Seminar III	3	This five-day experiential residency course engages students in critical discussion and collaboration to explore the integration of theory and practice as a mechanism to guide their professional identity development in the communities they serve. Students reflect on the complex interrelationships between inquiry, knowledge, practice, and theory juxtaposed with the praxis of the scholar-practitioner-leader. Throughout the residency, students develop an increasingly reflexive articulation and demonstration of how their participation in a doctoral program has influenced their growth as scholar-practitioner leaders. Additionally, students develop shared visions for the continuation of their transformation as future leaders who engage with academics and practitioners to promote scholarship for evidenced-based decision-making.
DOC 734	Doctoral Project IV	3	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734A	Doctoral Project IV	3	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734B	Doctoral Project IV	3	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOC 734R	Doctoral Seminar IV	2	This 3-day residency course engages students in collaborative discussions and independent activities aimed at developing a complete dissertation proposal. By means of individual feedback and collegial discourse, students contribute to a community of scholarship and practice.
DOC 735	Research Proposal	3	Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.
DOC 736A	Dissertation I	3	The purpose of this class is for the student and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) Review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736B	Dissertation I	3	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.

DOC 736C	Dissertation I	3	This third available dissertation proposal course provides extended time for one-on-one work between a student and his or her dissertation committee Chair. Students enroll for this course when a student has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Students should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Students must repeat this course, until the dissertation proposal is approved.
DOC 736IA	Dissertation I	3	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IB	Dissertation I	3	This course is a continuation of DOC/736IA, where students work with their Chair and committee members to finalize and submit the dissertation proposal for approval. The Chair and student work together to re-assess and improve readiness and skill preparation for the completion of the dissertation proposal in accordance with university guidelines and standards of ethical research. Enhanced support is provided to guide students towards completion of the dissertation proposal.
DOC 736IC	Dissertation I	3	This course is a continuation of DOC/736I B, where students work with their Chair and committee members to finalize and submit the dissertation proposal for approval. The Chair and student work together to re-assess and improve readiness and skill preparation for the completion of the dissertation proposal in accordance with university guidelines and standards of ethical research. Enhanced support is provided to guide students towards completion of the dissertation proposal.

DOC 736N1	Dissertation I	3	The purpose of this class is for the student and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) Review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736N2	Dissertation I	3	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736N3	Dissertation I	3	This third available dissertation proposal course provides extended time for one-on-one work between a student and his or her dissertation committee Chair. Students enroll for this course when a student has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Students should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Students must repeat this course, until the dissertation proposal is approved.
DOC 737	Dissertation II	3	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course, the Learning Contract serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.

DOC 737I	Dissertation II	3	Students, with the support of the Chair and committee, collect and analyze dissertation data and write the results and conclusions chapters of the dissertation. A completion plan serves as the catalyst for completing the dissertation.
DOC 737N	Dissertation II	3	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course, the Learning Contract serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 738A	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738B	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.

DOC 738C	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IA	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738IB	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738IC	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.

DOC 738N1	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N2	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N3	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 740R	Annual Renewal Residency	0	This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/733 and DOC/734. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.

DOC 741	Doctoral Dissertation	3	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741A	Doctoral Dissertation	3	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	Doctoral Dissertation	3	In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.
DOC 742	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.

DOC 742A	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 787	Concept Continuing Enrollment I	0	This course is a continuation of DOC/723 and is intended for students to finalize their dissertation concept for review and approval. Students iterate to refine their research method(s), inform the selection of their research design, and develop a focused literature review
DOC 788	Concept Continuing Enrollment II	1	This course is a continuation of DOC/723 and is intended for students to finalize their dissertation concept for review and approval. Students iterate to refine their research method(s), inform the selection of their research design, and develop a focused literature review.

DOC 887	Dissertation Continuing Enrollment I	0	This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 888	Dissertation Continuing Enrollment II	1	In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 889	Dissertation Continuing Enrollment I	0	This is a 1-week chair-guided course that serves as a continuation of DOC/741A. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 890	Dissertation Continuing Enrollment II	1	This is a 3-week chair-guided course that serves as a continuation of DOC/741A. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.

DOC 891	Dissertation Continuing Enrollment I	0	This is a 1-week chair-guided course that serves as a continuation of DOC/741B. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 892	Dissertation Continuing Enrollment II	1	This is a 3-week chair-guided course that serves as a continuation of DOC/741B. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 893	Dissertation Continuing Enrollment I	0	This 1-week dissertation continuation course is designed to facilitate student submission of the dissertation proposal to Quality Review Methods (QRM).
DOC 987	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.

DOC 988	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 989	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742A. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 990	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742A. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 991	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742B. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.

DOC 992	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742B. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 993	Dissertation Continuing Enrollment I	0	This 1-week dissertation continuation course is designed to facilitate student completion of the doctoral dissertation requirements, including submission to Quality Review Final (QRF) and delivery of the oral defense.
DOC 994	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.
DOC 995	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.

DOC 996	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.
DSC 330	Data Communication and Visualization for Business	3	This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.
ECE 205	Developmentally-Effective Learning Environments	3	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.
ECE 206	Curriculum and Instruction in Early Childhood Education	3	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.

ECE 207	Assessment in Early Childhood Education	3	This course provides an overview of a variety of assessment techniques in early childhood education, including assessment of children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age eight.
ECE 510	Effective Instruction for Early Childhood Education	3	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 511	Language and Literacy Methods in Early Childhood Education	3	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.
ECE 512	Early Childhood Assessment	3	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.

ECE 513	Early Childhood Growth and Development	3	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.
ECE 514	Family/Community Involvement in Early Childhood Education	3	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	Early Childhood Growth and Development	3	This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language development of children from birth through age 8 / grade 3. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.
ECH 211	Instructional Strategies for Early Childhood Education	3	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting, birth through age 8 or through Grade 3. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.

ECH 300	Orientation to Early Childhood Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample and technology resources will be discussed.
ECH 301	Foundations of Early Childhood Education	3	This course provides an overview of early childhood education for children, birth through age 8. Historical foundations of early childhood education, the role of technology, professionalism, and trends and issues in education are introduced. Students will reflect upon their personal dispositional skills desired for an educational career and will create a personal philosophy of education.
ECH 302	Exceptionalities of the Young Child	3	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.
ECH 321	Developmentally-Effective Learning Environments	3	This course examines developmentally-effective strategies used in implementing and managing a positive and active early childhood learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting, birth through age 8 or Grade 3.

ECH 390	Early Childhood Student Teaching Seminar	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
ECH 400	Assessment and Evaluation in Early Childhood	3	This course provides exposure to a variety of assessment techniques in early childhood education. There is a focus on assessment strategies, tools, and resources, including the use of technology. Teacher candidates will learn to use assessment data for planning instruction and incorporating interventions, as well as communicating and developing partnerships with families. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age 8, including children with special needs.
ECH 416	Methods of Teaching in Early Childhood: Mathematics	3	This course focuses on mathematical methodology and assessment strategies for young children. Integration of content, appropriate instructional strategies, and curriculum and assessment planning are emphasized. Multiple perspectives of young children as learners of mathematics and current research on mathematics pedagogy are explored. Students evaluate and use instructional methods, curricular materials, technological resources, and appropriate assessment strategies. Special attention is given to using manipulatives in math instruction and developing problem-solving skills.
ECH 418	Community and Family Engagement	3	This course focuses on establishing and maintaining collaborative relationships between families, early childhood learning environments, and communities to support children's learning and development. Candidates explore the topics of family diversity, building relationships, and the role of advocacy in early childhood education. Emphasis is placed on creating family and community partnerships as well as connecting students, families, and schools to available community services.

ECH 420	Methods of Teaching in Early Childhood: Science	3	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.
ECH 430	Methods of Teaching in Early Childhood: Social Studies	3	This course provides a foundation in developmentally appropriate content and methodology for the teaching of social studies in early childhood education (birth through age 8). Teacher candidates will explore content standards, instruction and assessment strategies, technology integration, and theoretical perspectives and practices related to early childhood social studies education. In addition, candidates will develop meaningful curricular content and hands-on learning experiences, as well as investigate strategies for creating an effective learning environment and opportunities for family and community involvement.
ECH 435	Methods of Teaching in Early Childhood: Arts and Music	3	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally effective practices and integration of visual arts, drama or performing arts, and dance, movement, and music across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.
ECH 496	Early Childhood Student Teaching	8	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ECH 497	Student Teaching	8	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
ECH 498	Early Childhood Student Teaching (Birth-Preschool)	4	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the student teaching experience and preparing to teach up to preschool-age children. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 499	Early Childhood Student Teaching (K Through Age 8/Grade 3)	4	This course will focus on the design and implementation of the Kindergarten through Age 8/Grade 3 Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECO 365	Principles of Microeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 365T	Principles of Microeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 370	Environmental Economics	3	This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.
ECO 372	Principles of Macroeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 372T	Principles of Macroeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 535	The Digital Economy	3	This course will emphasize the importance of economic theories in the context of digital transformation. Students will learn a fundamental understanding of how to approach business problems related to digitalization within the world economy. Students will apply and discuss economic theories and how they can help to analyze, understand, and solve business problems.
ECOCB 535	The Digital Economy	3	<p>This course will emphasize the importance of economic theories in the context of digital transformation. Students will learn a fundamental understanding of how to approach business problems related to digitalization within the world economy. Students will apply and discuss economic theories and how they can help to analyze, understand, and solve business problems.</p> <p>Competency 10: The student will assess the effects of market structure on competition, production, and pricing.</p> <p>Competency 11: The student will analyze the relationships between government, business, consumer practices, and economic conditions.</p> <p>Competency 12: The student will evaluate economic theories and policies related to international trade and global business practices.</p>
EDD 004	Faculty Supervision Educational Leadership	0	These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.
EDD 007	Faculty Supervision	0	These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.

EDD 583	Clinical Practice	6	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EDD 700	Introduction to Education Administration in Doctoral Study	3	The course provides an introduction to education administration for doctoral students entering the Doctor of Education-Educational Leadership program who do not have prior academic experience in this area.
EDD 712	Leadership in Contemporary Organizations	3	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 714	Comparative Models of Educational Environments	3	This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

EDD 721	Planning and Leading Change	3	This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
EDD 722	The Legal Context of Education	3	In this course, students examine existing and emerging legal contexts that govern American education systems. Weekly topics provide a progressive exploration of foundational sources of law that impact education-from The Constitution of the United States to landmark legal cases-to affirm the legal rights and responsibilities of educators and students. Other course topics establish a platform to assess the legalities of educational governance and leadership in addition to emerging and contemporary legal issues.
EDD 723	Ethics and Values in Learning Organizations	3	In this course, the ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies about ethical dilemmas are included for analysis. The roles of value education, codes of conduct, and codes of ethics are debated.
EDD 724	Instructional Leadership	3	In this course, students explore instructional leadership as an integrated practice to evolve their understanding of, and capacity for, advancing teaching and learning. Effective teaching and learning strategies are examined as they relate to motivating faculty, staff, and students, and creating dynamic learning environments. Additional topics include leading change in learning environments and counterbalancing resistance to change for faculty, staff, and students.

EDD 731	The Economics of Education	3	The principles and theories of the economics of education are examined. The role that federal, state, and local governments play in the economics of education is explored in-depth. Key topics include budget management grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 733	Evaluation and Assessment Methods	3	This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes based assessment, institutional research, and staff and evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.
EDS 799	Educational Specialist Capstone	3	The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course, learners will complete a reflective self-assessment of their learning throughout the program.
EDT 711	Educational Technology Research	3	This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.

EDT 721	Instructional Design	3	This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.
EDT 722	Distance Learning	3	This course traces the development of distance learning, including past, present, and future trends. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.
EDT 723	Instructional Media and Design Techniques	3	This course examines various types of technologies used in the development of instructional projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and emerging technologies that are purposeful in facilitating learning in multiple environments.
EDT 731	System Analysis and Design	3	This course follows the phases of planning, needs analysis, design, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider technology selection, vendor selection, organizational constraints, maintenance, and enhancements in an effort to address present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.

EDT 732	Integrating Technology and Curriculum	3	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.
EDT 733	Technology Leadership	3	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDU 101	Foundations of Education	3	In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.
EDU 105	Diversity in Educational Settings	3	This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.

EDU 200	Introduction to Assessment	3	In this course, learners are introduced to the role of assessment in education. The purpose and types of assessment are identified, including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Students will also explore the topics of feedback and grading.
EDU 215	Ethics and Social Responsibility in Education	3	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision making, professional, and personal conduct of teachers.
EDU 300	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, My Time Log, Student Teaching, Teacher Work Sample and technology resources will be discussed.
EDU 300CA	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.

EDU 301	Foundations of Education	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 301CA	Foundations of Education	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 305	Child Development	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.
EDU 305CA	Child Development	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.

EDU 311	Models and Theories of Instruction	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.
EDU 311CA	Models and Theories of Instruction	3	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 315	Legal & Ethical Issues in Education	3	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional, and personal conduct of teachers.
EDU 321	Classroom Management	3	This course explores differentiated approaches and strategies for managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.

EDU 321CA	Classroom Management	3	This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.
EDU 390	Elementary Education Seminar	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
EDUC 518	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
EDUC 519	Foundations of Education	3	This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 521	Classroom Management for Educators	3	In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.
EDUC 522	Curriculum Development and Instruction	3	This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.
EDUC 523	Middle School Curriculum Development and Instruction	3	This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.
EDUC 524	Assessment and Evaluation for Educators	3	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.

EDUC 525	Theories of Growing and Learning	3	This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDUC 526	Overview of Adolescent Psychology	3	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.
EDUC 527	Teaching Critical Thinking Skills	3	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.
EDUC 528	Communication Strategies for Educators	3	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.

EDUC 545	Family Engagement and Community Involvement	3	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.
EDUC 548	Coaching and Mentoring	3	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.
EED 400	Assessment in Elementary Education	3	This course focuses on defining assessment and utilizing effective assessment practices in the classroom. The fundamentals of assessment, including formative, summative, standardized and performance assessments and their uses will be discussed. Teacher candidates will explore the reliability and validity of assessment and evaluate test performance data for the purpose of planning instruction.
EED 416	Elementary Methods: Mathematics	3	This course provides a context for teaching and assessing students in elementary mathematics. Content knowledge, interdisciplinary teaching, and curriculum are emphasized. Teacher candidates will evaluate and use instructional methods, resources, and technology. The course focuses on enhancing the meaning of mathematical concepts by promoting critical thinking and problem-solving skills.

EED 420	Elementary Methods - Science	3	This course provides a context for teaching and assessing students in elementary science. Teacher candidates will explore interdisciplinary teaching, curriculum content, and instruction and assessment strategies that enhance inquiry learning in the science classroom. In addition, teacher candidates will focus on content knowledge and promoting the development of critical thinking skills to include science in other content areas.
EED 425	Elementary Methods-Health/PE	3	This course provides an overview of the health and physical education state and national standards and provides a context for how standards are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored. In addition, teacher candidates will examine strategies for promoting the goal of life-long health and an understanding of human movement.
EED 430	Elementary Methods - Social Studies	3	This course provides a context for teaching and assessing students in elementary social studies. Teacher candidates will explore the purpose and place for social studies instruction, analyze and apply content standards, and examine methodologies and resources for teaching social studies. In addition, teacher candidates will develop student-centered instruction to meet the needs of culturally, academically, and linguistically diverse students. The course focuses on strategies for developing students' critical thinking skills and integrating social studies with other disciplines.
EED 435	Elementary Methods - Fine Arts	3	This course defines and provides a context for teaching and assessing students in the area of arts education. Candidates will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on integrating arts education across the curriculum.

EED 436CA	Elementary Methods: Social Science and Fine Arts	3	This course defines and provides a context for teaching and assessing students in the area of social science and visual and performing arts. Participants will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on interdisciplinary practices and the integration of social science and visual or performing arts into other content areas. The course also investigates the use of technology and community involvement in the social science and visual and performing arts classrooms.
EED 438CA	Elementary Methods: Mathematics and Science	3	This course focuses on methodology and assessment strategies that enhance instruction in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science, along with current research on pedagogy, are explored. Students are provided the opportunity to develop the ability to evaluate and apply instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 444	Elementary Methods - Integration of Hawaiian Studies	3	This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data-collection tools designed to assess student learning.
EED 491CA	Elementary Clinical Practice A	4	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

EED 492CA	Elementary Clinical Practice B	4	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 496	Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 498	Elementary Student Teaching, Seminar I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 498CA	Elementary Student Teaching, Seminar I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

EED 499	Elementary Student Teaching, Seminar II	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499CA	Elementary Student Teaching: Seminar II	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.
ELEC 714	DHA Elective	3	Placeholder for elective courses in the DHA program.
ELEC 725	Doctoral Extension	3	DOCTORAL EXTENSION

ELL 300	Instructional Methods for English Language Learners	3	This course focuses on instruction for English language learners (ELLs). It emphasizes knowledge of and sensitivity to the history and culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELL 500	Instructional Methods for English Language Learners	3	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELM 532	Creating an Effective Learning Environment	3	This course explores differentiated approaches and strategies used in managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
ELM 533	Instruction and Assessment for Diverse Learners	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.

ELM 534	Elements of Literacy Content and Curricular Knowledge	3	This course focuses on the most current research, theory, and methods of literacy instruction. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Candidates will assess learners' background knowledge in literacy to develop differentiated instruction.
ELM 535	Application of Research-Based Literacy Instruction	3	This course focuses on the instructional approaches for literacy within the framework of an integrated curriculum. Teacher candidates will apply research-based instructional and assessment techniques to meet the needs of all learners. Candidates will apply interdisciplinary teaching strategies to develop a variety of writing styles, reading methods, and critical thinking skills in their learners.
ELM 536	Social Studies Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.
ELM 537	Science Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.

ELM 538	Mathematics Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the mathematics classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
ELM 539	Physical Education/Health Content and Curricular Knowledge	2	This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence, and on state and national standards (1). Candidates examine framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth (2). They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; recognize nutrition, acknowledge the risks associated with drugs and alcohol, understand growth and development; and utilize health-related information, products, and services(3). Additionally, this course explores instructional approaches for integrating physical education and health with other content.
ELM 545	Elementary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 583	Elementary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

ELM 586	Elementary Clinical Practice A	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 587	Elementary Clinical Practice B	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 590	Elementary Student Teaching Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
ELM 595	Elementary Student Teaching Part B	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.

ELM 598	Elementary Student Teaching Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ELM 599	Elementary Student Teaching Part B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
EMC 310	Principles of Emergency Management	3	This course will explore the history and evolution of emergency management as well as roles of local, state, regional, and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 320	Emergency Preparedness and Planning	3	This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

EMC 330	Political and Policy Issues for Emergency Management	3	This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of how local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340	Emergency Services and the Community	3	This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.
EMC 350	Managing Emergency Response Operations	3	This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
ENG 110	English Composition I	3	This course develops the reading, writing, and critical thinking skills that are essential for academic and life success.

ENG 125	Literature in Society	3	This course introduces themes in literature and provides guided study and practice in reflecting on themes which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students study the literature in thematic units and are asked to make connections to their own lives and cultures.
ENG 135	Essentials of Contemporary Communication	3	This course covers the skills necessary for effective communication in professional environments and modern society. The course reviews basic communication theories and discusses the fundamentals of a variety of communication skills and various communication channels. This course emphasizes applying these skills to group and contemporary professional situations.
ENG 157	Multicultural Literature	3	This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.
ENG 210	English Composition II	3	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.

ENG 222	Introduction to Technical Writing	3	This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.
ENG 230	Mechanics of Writing	3	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 240	Introduction to Creative Writing	3	This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.
ENG 260	Folklore and Fairytales	3	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping, and use of folklore and fairytales in society.

ENG 265	The Short Story	3	This course examines the short story through notable works and writers.
ENG 270	Literary Interpretation and Analysis	3	This course introduces students to the practice of literary analysis through reading and interpretation of major works. Students will discuss forms and theories as a foundation on which to build analytical skills.
ENG 280	Rhetoric and Critical Thinking	3	This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.
ENG 295	Children's Literature	3	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.

ENG 301	American Ethnic Literature	3	This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics/Latinos, and Asian Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.
ENG 313	Writing Proposals	1	This is a one-credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.
ENG 340	Creative Writing	3	This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.
ENG 380	Applied Linguistics	3	This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.

ENG 437	Literary Genres Across Cultures	3	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.
ENG 437CA	Literary Genres Across Cultures	3	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.
ENG 480	Applied Rhetoric	3	This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.
ENG 495	Advanced Creative Writing	3	This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one-act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers' workshop will be an integral component of this course.

ENT 527	Opportunity Assessment and Innovation	3	This course is an introduction to entrepreneurship and the entrepreneurial mindset. The course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapreneurship, and a social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 586	Informational Technology for Entrepreneurs and Leaders	3	Value is the seminal construct of a business proposition, yet it remains difficult to define and is subject to constant repositioning by industry and society. This course will examine the essence of changes in business value propositions and how technology plays an important role in today's business environment. The course will explore how innovation and the business cycle are linked by technology developments and how successful businesses across industry segments have been able to use innovation as a means to differentiate themselves while lowering costs.
ENT 588	Innovation and Design: Capstone Project	3	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENV 100T	Principles of Environmental Science	3	This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.

ENV 310	Environmental Management	3	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 315	Global Change	3	This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.
ENV 320	Environmental Law	3	This course explores the administrative regulations and policies that are requisite to environmental protection. Federal, state, and local policies will be examined.
ENV 340	Energy and the Environment	3	This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

ENV 410	Environmental Toxicology	3	The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.
ENV 420	Environmental Risk Assessment	3	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.
ENV 430	Environmental Technology	3	
ENV 431	Public Policy Analysis	3	This course will examine the fundamentals of public policy analysis to the environment. Students will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.

ESL 300	Teaching English Language Learners	3	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ETH 120	Cultural Diversity in the United States	3	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETH 316	Ethics and Social Responsibility	3	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the interrelated nature of ethics, morality, legal responsibility, and social issues.
ETH 321	Ethical and Legal Topics in Business	3	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of business law, and understand intellectual property rights.

ETH 321T	Ethical and Legal Topics in Business	3	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of business law, and understand intellectual property rights.
ETH 328	Data Ethics and Security	3	This course provides students with an overview of the legal and ethical implications of data. Students will examine the legal and ethical issues that must be considered throughout the lifecycle of data analytics including collection, storage, analysis and presentation. Other topics include, privacy, security, classification, and discrimination. After completion of this course, students will be able to understand the legal and ethical considerations that are necessary when utilizing particular types of data, collection methods, and analysis techniques.
ETH 557	Accounting Ethics	3	In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.
EXAM 799	Comprehensive Examination	1	The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.

FIN 366	Financial Institutions	3	This course develops a conceptual framework for understanding how recent and current events affect the financial environment. Financial markets are examined with a focus on their utilization by financial institutions, the pricing of financial assets, the impact of the Federal Reserve, the internationalization of financial markets, and the impact of recent events. Financial institutions such as insurance companies, commercial banks, and investment banks are covered. The institutions are described with a focus on regulatory aspects and management use of financial markets and performance.
FIN 370	Finance for Business	3	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: financial statement analysis, time value of money, financial markets and institutions, risk and return, financial planning, and international finance.
FIN 370T	Finance for Business	3	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 375	Financial Management in the Small Business	3	This course focuses on the role that financial management plays in the development and sustainability of a small business. The course provides a detailed review of forecasting, budgeting, daily cash flow management techniques, and monitoring financial performance. Specifically, students will address funding, debt management, cash-flow management, and financial planning, from the small business perspective.

FIN 402	Investment Fundamentals and Portfolio Management	3	This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 410	Working Capital Management	3	This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable, and inventory management will also be explored.
FIN 415	Corporate Risk Management	3	This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.
FIN 419	Finance for Decision Making	3	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 419T	Finance for Decision Making	3	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420	Personal Financial Planning	3	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.
FIN 422	Retirement and Benefit Planning	3	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deductions and contribution limits, and create a full financial plan, including retirement, for an individual.
FIN 428	Insurance for Financial Planning	3	This course will prepare students to make insurance policy recommendations as part of a financial plan. After completion of this course, students will be able to apply concepts of medical, life, and property insurance to financial planning, and understand concepts underlying risk and insurance management for financial plans.

FIN 467	Real Estate Investment	3	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment.
FIN 486	Strategic Financial Management	3	This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 571	Corporate Finance	3	This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.
FIN 575	Project Budget and Finance	3	This course focuses on the development of a financial plan. Students will develop a revenue forecast, draft a budget, and create a profit and loss statement. Students will identify sources of funding, understand the importance of a break-even analysis, and calculate and interpret performance measures for business decision-making and sustainability.

FIN 580	Global Capital Markets	3	This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.
FIN 585	Financial Controlling	3	This course analyzes several topics concerning financial control. Students will explore, design, and use the cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, and use of balanced scorecard to evaluate financial/nonfinancial managerial performance.
FIN 590	Audit and Compliance Management	3	The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.
FIN 591	Real Estate Investment	3	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.

FIN 592	Mergers and Acquisitions	3	This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.
FIN 711	Financial Measures of Value Added	3	This course will assist doctoral students with understanding and employing financial tools and techniques in different stages of an entrepreneurial organization with special emphasis on new venture finance and private equity. Students will also gain insights into the different types of financing and evaluate the appropriate financing alternatives at various phases of the organization's life.
FINCB 571	Corporate Finance	3	<p>This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.</p> <p>Competency 16: The student will distinguish between sources, requirements, and risks associated with various types of long- and short-term financing capital structure.</p> <p>Competency 17: The student will assess cash flow, valuation, and key performance indicators for financial growth and sustainability.</p> <p>Competency 18: The student will evaluate the effects of economic and market conditions on financial performance.</p>
FP 100	Everyday Economics and Finances	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.

FP 100T	Everyday Economics and Finances	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
GBM 380	Global Business	3	In this course, students will describe major forces in the global environment and their impact upon business strategies, operations, and decision making. Upon completion of this course, students should have developed a global mindset and have a broader awareness of the intricacies of the global business environment.
GEN 201	Foundations for University Success	3	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.
GEO 180	Physical Geography	3	This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.

GFT 500	Teaching Gifted and Talented Learners	3	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
GFT 501	Curriculum and Instruction for Gifted and Talented Learners	3	This course focuses on the theory, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for diverse gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.
GFT 503	Assessment for Gifted and Talented Learners	3	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.
GFT 505	Critical Thinking Skills for Gifted and Talented Learners	3	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.

GHA 548	Foundations of Gerontology for Health Administrators	3	This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, myths and stereotypes of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.
GHA 551	Biological and Psychological Aspects of Aging	3	This course examines the process of aging and explores health care programming and support systems that promote the health of the aging population. These topics are applied in a health administration context to disease prevention, health maintenance, and selected disorders that effect health and independent living.
GHA 557	Social and Cultural Aspects of Aging	3	This course examines social and cultural perspectives on aging and their implications for health administrators serving aging populations. Public and personal aspects of aging will be addressed. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.
GHS 563	Leadership and Public Policy in Global/Homeland Security	3	This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. The leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability to deliberate violent acts.

GHS 573	Intelligence Integration in Global/Homeland Security	3	This course allows students to explore the collaboration of intelligence and law enforcement communities (Intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.
GHS 583	Multi-Disciplinary Global and Homeland Security Issues	3	This course focuses on curriculum and instruction for gifted and talented learners. Instructional strategies, diversity, higher-level thinking skills, technology, and assessment are explored. Participants examine curriculum development and implementation, classroom environment, and instructional materials for gifted and talented learners.
GHS 593	Critical Infrastructure Analysis and Protection	3	This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.
GLG 220	Physical Geology	3	This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering, and erosion systems.

GMGT 520	External Environment of Global Business	3	This course explores issues and factors that influence global business and which are outside the direct control of the organization. We shall explore how to research, analyze, and understand the various external elements so that we can devise successful strategies for global business. Topics include: globalization, culture, ethical considerations, politics and the law, government intervention, country risk assessment and foreign market entry strategy.
GMGT 530	Internal Environment of Global Business	3	This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540	Global Strategy Formulation and Implementation	3	This course introduces the principles and tools for managerial use in the development, implementation, and review of strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues.
HCIS 140	Fundamentals of Electronic Health Records	3	This course introduces students to the fundamentals of electronic health records (EHR) in today's healthcare environment. An overview of information systems, functions, workflows, health information accessibility, and healthcare transactions and billing are introduced to prepare students for work with electronic health records. The introduction of EHR software will also be explored.

HCIS 140T	Fundamentals of Electronic Health Records	3	This course introduces students to the fundamentals of electronic health records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.
HCIS 250	Structure, Design, and Tools of Electronic Health Records	3	Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient's electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of healthcare settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.
HCIS 270	Application of Electronic Health Records	3	Students in the capstone course for the electronic health records (EHR) will continue to use an EHR software application to develop foundational skills related to administrative tasks, data charting, insurance and billing, regulatory compliance, and reporting. Students will demonstrate mastery processing an electronic health record.
HCIS 305	Terminology and Culture of the Healthcare Industry	3	This course provides students with a foundational set of health care terminology utilized in a variety of health care settings and applications. The course also provides an overview of the various personnel and forms of provider service models in the health care delivery systems. Topics will include common disease manifestations and processes that impact the delivery of health care services.

HCIS 318	Health Care Industry Terms for IT Professionals	3	This course provides students with basic health care industry terms in a variety of health care work settings for information technology professionals. Students will review terms and concepts related to emerging technologies, the structure and roles within health care, and the privacy and security considerations needed for health care systems.
HCIS 352	Foundations of it in the Health Care Environment	3	This course provides an overview of the integration of technology within the health care industry. Students will examine systems, networking and database concepts, the processes used in the selection and application of electronic health records, and the evaluation of future information technology systems. Methods to make informed business decisions related to the use of technology in health care will be addressed.
HCIS 410	Project Planning and Implementation in Health Care	3	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.
HCIS 420	Information Systems Risk Management in Health Care	3	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation, and use of computer based information systems.

HCM 440	Health Care Data Analytics	3	This course will introduce students to the role of data and analysis in healthcare. Students will understand the concepts of analytics, informatics, the electronic health record and other data sources that can be used to support organizational strategies and initiatives. Other topics include, ethical and privacy issues in healthcare and the role of social media and mobile initiatives. Students will conduct a case study on a topic in healthcare analytics and implement recommendations for improvement.
HCP 513	Health Care Compliance Foundations	3	The learner will explore the purpose and organization of compliance in the health sector as well as the role of compliance and compliance officers. Topics include regulatory agencies, accreditation, professional licensing, enforcement, quality, and policies.
HCP 514	Leading Compliance in Health Care Organizations	3	The learner will examine structures and systems of healthcare organizations and how they inform the responsibilities of a compliance professional. Course topics include the ethical responsibilities of compliance, HIPAA and OSHA, and other compliance-related healthcare standards and regulations including whistleblower protection in the U.S.
HCP 516	Auditing, Monitoring and Corrective Action in Compliance	3	The learner will compare and contrast auditing and monitoring in healthcare compliance. The course focuses on report writing using root cause analysis and corrective action plans, as well as the industry-accepted process of presenting these plans to compliance boards and committees.

HCP 517	Communication and Reporting Mechanisms in Compliance	3	The learner will create a compliance program and present it in their chosen healthcare sector, in a manner currently accepted by the healthcare industry. Course topics include policies and standard operating procedures, training and education, documentation and presentation.
HCR 201	Medical Billing and Coding	3	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	Medical Insurance	3	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with the various medical insurance plans offered by health care payors.
HCR 203	Medical Claims Processing and Compliance	3	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. HIPAA and compliance requirements will also be covered.

HCS 120	Medical Terminology for Health Care Professionals	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 120T	Medical Terminology for Health Care Professionals	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 131	Business Communication Skills for Health Care Professionals	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 131T	Business Communication Skills for Health Care Professionals	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.

HCS 182	Introduction to Financial Concepts	3	This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.
HCS 207	Introduction to Medical Terminology	3	In this course, students are introduced to medical terminology used within the health care industry. The course will cover medical terminology related to the main body systems and their functions as well as word building through the use of word roots, prefixes, suffixes, and combining forms. Also, students will explore the importance of medical terminology in the health care industry.
HCS 214	Anatomy and Physiology I	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 216	Anatomy and Physiology II	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.

HCS 219	Introduction to Health Care Finance	3	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care. Students will explore the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the use of financial documents.
HCS 224	Health Care Office Management	3	This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.
HCS 235	Health Care Delivery in the U. S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 235T	Health Care Delivery in the U. S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 245	Introduction to Health and Disease	3	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 265	The Managerial Environment of Health Care	3	This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.
HCS 305	Health Care Professional Development	3	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCS 321	Business Communication for Health Care Managers	3	This course offers students the knowledge and skills to effectively communicate in a variety of health care workplace settings. Students will focus on business writing correspondence, effective communication strategies, and collaboration skills required by health care managers.

HCS 325	Health Care Management	3	The course explores fundamental concepts of management theory as applied to health care. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.
HCS 335	Health Care Ethics and Social Responsibility	3	This course identifies ethical issues in health care. It is designed to encourage students to clarify individual ethics values in regards to health care issues. Content includes discussion of theories, principles, and values for students to consider a variety of ethical viewpoints from a managerial perspective.
HCS 341	Human Resources in Health Care	3	This course examines the complexities and multiple issues involved in human resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCS 370	Organizational Behavior	3	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design. This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.

HCS 380	Health Care Accounting	3	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	Health Care Finance	3	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCS 412	Project Management for Health Care Professionals	3	This course provides foundational project management skills used within a variety of health care settings. Topics include project scoping, time estimating, budgeting, and controlling to improve outcomes, streamline processes, and increase efficiencies for health care managers.
HCS 430	Legal Issues in Health Care: Regulation and Compliance	3	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed. ***Updated Description 3/1/04*** This course covers the broad range of topics affected by health law and regulation ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well as their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 433	Dimensions of Health and the Older Adult	3	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.
HCS 446	Facility Planning	3	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, as well as examine the regulatory compliance requirements.
HCS 449	Health Administration Capstone	3	Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the health care environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
HCS 451	Health Care Quality Management and Outcomes Analysis	3	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

HCS 455	Health Care Policy: The Past and the Future	3	This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.
HCS 456	Risk Management	3	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.
HCS 457	Public and Community Health	3	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model, students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 465	Health Care Research Utilization	3	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition, students will analyze the key elements of evidence-based research within health care.

HCS 468	Regulatory and Compliance within the Health Care Industry	3	This course focuses on regulatory and compliance issues within the health care industry. Topics include health care regulatory agencies, the impact of compliance on the operations of health care delivery, and health care laws. The course will also examine current health care policies and the implications for regulatory compliance.
HCS 472	Marketing in the Health Care Industry	3	In this course students will examine current marketing trends used within the health care industry. Students will focus on a variety of marketing strategies required by health care managers to promote programs, products and services to health care consumers.
HCS 475	Leadership and Performance Development	3	This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process, as well as examine and analyze effective performance indicators for staff and organizational goals.
HCS 483	Health Care Information Systems	3	This course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 487	Technology and Systems Approach for Health Care Managers	3	The course examines the integration of technology used within health care systems. Students will focus on the processes used in the selection, implementation, and evaluation of health information systems. Emphasis on methods used by health care managers to make informed business decisions related to the application and use of technology within the health care industry will be covered.
HCS 490	Health Care Consumer - Trends and Marketing	3	In this course, students will have the opportunity to examine the traits, trends, and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services, and differentiation of health care web sources.
HCS 493	Data Analytics for Health Care Managers	3	This course focuses on the use of data analytics for health care managers. Emphasis will be on data collection, tools, and strategies related to the use of data to improve health outcomes. Students will manage, analyze, and interpret data to identify areas for continuous system improvement.
HCS 498	Strategic Decision Making for Health Care Managers	3	This capstone course examines the techniques of strategic planning for decision making in the health care industry. Students will be required to demonstrate mastery of Program Student Learning Outcomes through the strategic planning process by formulating strategic decisions to manage within various health care environments.

HCS 499	Health Care Strategy Capstone	3	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.
HCS 504	Introduction to Graduate Study in Health Sciences/Nursing	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Topics include program standards and objectives; graduate-level oral and written communication; locating, evaluating, and citing scholarly resources; and purposes and use of portfolios.
HCS 529	Contemporary Health Care Facility Design	3	This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.
HCS 542	Health Care Research	3	This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.

HCS 565	Organization and Management of Aging Services	3	This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.
HCS 567	Entrepreneurship in Health Care	3	This course will set up the context of entrepreneurship and new business development, examining the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 577	Financial Management in Health Care	3	This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analysis. The course provides students with experience in capital and operating budgets, and financial forecasts.
HCS 589	Health Care Strategic Management	3	This is the capstone course for the graduate health care programs. The development and presentation of a health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, and regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

HEA 711	History and Philosophy of Higher Education	3	This course introduces and examines the major features of the financial functions operative within various types of higher education institutions. The financial functions of various types and sizes of post-secondary institutions will be presented. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: public and private, non-profit and for-profit entities; small, medium, and large entities; urban, suburban, and rural entities; and unionized and non-unionized entities. In each case, traditional, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed. Traditional, new, and emerging administrative practices being utilized by financial managers to control the economic dynamics engendered by various combinations of the above variables will be discussed.
HEA 712	Higher Education Law, Policy and the Regulatory Environment	3	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.
HEA 713	Higher Education Economics, Finance and Strategic Planning	3	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.
HEA 721	Organizational Theory, Innovation and Change Management	3	In this course, students will analyze the factors that have resulted in contemporary innovative changes in higher education. The course will focus on leadership influences in the evaluation and application of change management models, strategies, and tactics that promote effective institutional innovation.

HEA 722	Academic and Student Affairs Administration	3	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 731	Student Development, Adult Education, and Student Diversity	3	This course will provide an understanding of traditional, non-traditional and diverse students in higher education through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to student development.
HEA 732	Curriculum Development, Assessment, and Program Evaluation	3	In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.
HEA 733	Global Models and International Issues in Higher Education	3	This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated. International governance structures and accreditation processes will be analyzed and compared. Current international issues in higher education will also be explored.

HINF 500	Informatics for Health Administration	3	This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.
HINF 510	The Systems Life Cycle	3	This course will focus on the systems life cycle in the context of selection, implementation, and integration of information systems across the health sector. Topics include performing interoperability assessments, determining key elements of data system designs, planning for end-user training and support, and securing buy-in from stakeholders.
HINF 520	Data Management and Design in Health Administration	3	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.
HIS 110CA	U.S. History to 1865	3	This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America's colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes/consequences of the Civil War.

HIS 210	AZ Constitution	3	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 301	United States Constitution	3	This course is an introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and the Court's evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, and the issues of slavery and civil rights as seen through major court decisions.
HIS 305	California State History	3	This course provides students with the political, economic, and social history of California. Topics include pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.
HIS 311	Nevada and U.S. Constitution	3	This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.

HIS 335	Europe and the World Wars	3	This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.
HIS 341	Ancient Worlds	3	This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.
HIS 356	The History of Africa	3	This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.
HIS 510	AZ Constitution	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.

HIS 511	U.S. Constitution	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 514	AZ Constitution	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 516	U.S. Constitution	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 518	U.S. Constitution	2	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.

HIT 300	Introduction to Health Information Technology	3	This course provides an overview of the history of health information technology in the United States. The student is introduced to the various forms of technology resources commonly found in private and public health sectors. This includes the historic application of information technology resources to healthcare.
HIT 350	Health Information Systems Support	3	This course covers computer systems and the role of IT support in today's health care environment. This includes the installation and maintenance of Health IT Systems relating to hardware, software, programming, database management, and telecommunications.
HIT 450	Implementation and Management of Health Information Systems	3	This course covers IT project management knowledge utilized in health care business operations. Coursework explores the application of technology planning, management, and leadership skills for working in Health Information Systems environments.
HLTH 510	Health and Nutrition for Educators	3	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.

HM 370	Hospitality Management	3	This course provides an overview of the advanced concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of hospitality while examining operations, security, maintenance, and managerial challenges and responsibilities within the industry.
HM 475	Hospitality Decision Analysis	3	This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, evaluate financial data for decision-making, and develop sales and marketing strategies for a hospitality organization.
HM 482	Hospitality Analytics for Decision Making	3	This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).
HPE 270	Physical Education and Health for Educators	3	This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.

HPE 540	Teaching and Learning in Health Professions Education	3	This course focuses on selecting and developing teaching strategies to facilitate student learning in health professions education contexts. Principles of adult learning provide the basis for developing and utilizing effective methods for different student learning styles and instruction modalities.
HPE 544	Curriculum Development in Health Professions Contexts	3	This course will focus on health administration curriculum design in higher education and/or corporate settings. The learner will propose a program concept, develop its mission and vision, and create its program and course objectives. Topics also include the ADDIE model, curriculum mapping, and implementation plans.
HPE 549	Evaluation and Assessment Methodologies	3	This course will focus on best practice strategies for assessment and evaluation of health professions education programs. Rubric creation and collection and utilization of program/course feedback in higher education and corporate settings will be discussed.
HRM 300	Fundamentals of Human Resource Management	3	This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 300T	Fundamentals of Human Resource Management	3	This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 310	Change Management	3	This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.
HRM 324	Total Compensation	3	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 324T	Total Compensation	3	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 326	Employee Development	3	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the importance training and development have on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 326T	Employee Development	3	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the importance training and development have on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 350	International Human Resource Management	3	This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.
HRM 420	Human Resource Risk Management	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 420T	Human Resource Risk Management	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.
HRM 498	Strategic Human Resource Management and Emerging Issues	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 498T	Strategic Human Resource Management and Emerging Issues	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 546	Human Resource Law	3	This course prepares human resource managers to comply with human resource laws and regulations. Other topics include: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, employee grievances, and workplace safety.

HRM 548	Recruitment and Retention Practices	3	This course prepares students to evaluate and develop a workforce to attain organizational goals. Students will learn to develop strategies to attract and retain the best employees. Other topics include workforce planning and assessment, relocation practices, negotiation, employment policies, and total compensation practices.
HRM 552	Organizational Training and Development	3	This course applies development and training concepts to enhance organizational performance. Other topics include change management, employee relations, organizational development theories and applications, and performance analysis.
HRM 558	Research in Human Resource Management	3	This course applies research and data analytics to human resource functions. Topics include forecasting, interviewing, training program analysis, job evaluation methods, and external labor market analysis.
HRM 595	Human Resource Capstone Course	3	This capstone course applies human resource concepts to improve organizational effectiveness through the development of a human resource plan. Other topics include the strategic alignment of human resource management, professional development, leadership training, forecasting HR needs, gap analysis, change management needs, HR tools and technologies, training and development, and data analysis.

HRM PA533	Human Capital Development in the Public Sector	3	This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic, union management relations, employee/employer relations.
HRM PA534	Human Capital Development in Public Administration	3	This course prepares students to apply human capital development concepts in public administration. Students will create plans for managing human capital in public administration. The application of recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, public service ethics, collective bargaining, employee/employer relations applied within government & non-profit entities will be analyzed.
HS 205	Human Service Helping Process and Self-Care	3	This course overviews the foundations of Human Services as the field applies to community assistance and support. Students will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying client needs and improving helping skills. Students will also examine techniques of self-care and support for the human service worker. These topics will include crisis and shock techniques, stress management, and internalization prevention of the human service professionals.
HS 225	Introduction to Case Management and Helping Strategies	3	This course provides an introduction to the dynamic and fast-paced area of case management. Understanding the roles, responsibilities, and the planning required in successfully managing client cases are the key themes of this course. Students will examine many phases of client cases, starting with obtaining information and progressing to implementing and monitoring client action plans.

HS 235	Public Policy, Social Welfare, and Research	3	This course explores research and information gathering methods needed to assess communities, public policy and social welfare. The tenets of public policy are explored and relationships are extrapolated based on systems of welfare, and the real-world context of meeting the needs of communities. Students examine historical perspectives of welfare systems, and basis for use in public policy. (3 credits)
HS 245	Fundamentals of Working with People	3	This course is designed to build a general overview of how to work with people. A correlation between life, family, goals, and losses is folded into the concept of working with people. This course explores the understanding of people from a high level overview, to a foundational level of how they can be helped. Key factors are unlocked including, race, gender, social class, religious contexts and ability to achieve. The role and structure of families is explored. Emphasis is placed on how to connect people in need to services available. Students will also have an opportunity to reflect on their own biases and develop methods to avoid bias while working with people in need.
HS 255	Human Service Capstone Course	3	This course is a culmination of the human services program content, integrating students' education and experiences from previous courses. Using authentic contexts, students will demonstrate their skill as human service professionals. Additionally, students will construct a portfolio which includes a personal philosophy statement on their desire to work in human services and a self-reflection on their professional goals.
HSN 301	Pharmacological Interventions I	3	This course examines the registered nurse's role in medication management, reconciliation, education, and safety.

HSN 311	Pharmacological Interventions II	3	This course builds on the knowledge and skills acquired in Pharmacological Interventions I. Complex patients, genetics and genomics, and the use of complementary and alternative medications are examined.
HSN 376	Health Information Technology for Nursing	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSN 470	Health Policy, Law, and Ethics	3	This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues to the RN generalist role. Students will analyze legislative impact on nursing practice, ethical issues, ANA Code of Ethics and regulatory governance.
HSN 476	Healthcare Policy and Financial Management	3	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.

HSN 525	Research Methodologies for the Nurse Administrator	4	This course focuses on the nurse administrator's role in overseeing the application of nursing research in diverse health care settings. A key focus is utilizing research to improve patient outcomes. Topics include research methodologies, processes for population-based research, and evidence-based practice. This course requires 20 hours of practicum.
HSN 555	Human Resources in Health Care	3	This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of practicum.
HSN 560	Organizational Systems and Informatics	3	This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of practicum.
HSN 565	Organizational Change and Negotiation	3	The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of practicum.

HSN 570	Financial Resource Management	3	This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of practicum.
HSN 575	Quality Management and Outcomes	4	This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of practicum.
HSNCB 376	Health Information Technology for Nursing	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HST 155	U. S. History to 1865	3	This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

HST 165	U. S. History 1865 to 1945	3	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	The American Experience Since 1945	3	This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying a historical perspective to analyze contemporary issues.
HST 206	Latin America	3	This course provides an overview of the history of Latin America. Topics include politics, economic development, international relations, and cultural development.
HST 275	Global Civilizations to 1500	3	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.

HST 276	Global Civilizations Since 1500	3	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HST 320	History Research Methods	3	This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.
HST 409	American Revolution	3	This course examines the American Revolutionary period from 1763 to 1789. Emphasis will be given to the causes of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans. The course will conclude with the development of the Constitution as closure of the revolutionary era. Topics in this course will address aspects of the political, economic, social, and cultural history of the American Revolution.
HST 498	History Capstone	3	This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.

HTT 201	Introduction to Hospitality	3	This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, food service, and lodging industries.
HTT 211	Hospitality, Travel, and Tourism, Supervision	3	This course introduces the tourism industry and its major components as well as a focus in hospitality supervisory skills. It covers current issues in tourism and their effects on the hospitality industry as a whole, including economic, political, and cultural forces, and quality of life effects on host locals. Career opportunities within travel and tourism are also discussed.
HTT 221	IT in Hospitality	3	This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.
HTT 231	Finance for Hospitality Professionals	3	This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.

HTT 241	Food and Beverage Management	3	This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.
HTT 251	Hospitality Operations	3	This course studies hospitality operations through the lens of the hotel and lodging industry and covers its history, growth, development, and future direction. Topics include front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines the importance of guest service operations and a review of career opportunities in lodging and resorts.
HUM 105	World Mythology	3	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUM 115	Critical Thinking in Everyday Life	3	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.

HUM 150	Introduction to Film Studies	3	Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.
HUM 186	Media Influences on American Culture	3	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the United States and around the world.
HUM 300	The Global Village	1	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.
HUM 375CA	Integrative Studies	3	This course introduces students to the concept of integrative studies by acknowledging the depth of separate disciplines and their interrelationships, modes of inquiry, and the use of thematic relationships and connections between subject areas in teaching and learning. Emphasis is placed on the historical development of interdisciplinary inquiry, processes for developing integrated themes including learning styles and resources, and the criteria for implementing a theme study for the content-specific multiple subject classroom.

IM 300	Data Organization Architecture	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
IM 305	Data Modeling	3	This course provides an in-depth look at several intermediate design and architecture concepts. The course outlines the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.
IM 310	Data Analytics and Modeling	3	This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, several schemas that drive how data is structured, and provide other database concepts relating to the design and architecture of data.
IOP 455	Professional Ethics	3	This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision- making. Students will analyze case studies related to these issues.

IOP 460	Organizational Cultures	3	This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.
IOP 470	Group Dynamics	3	This course is designed to give students an understanding of group dynamics and small group processes. Topics explored include power, perception, motivation, leadership, decision-making, and team-building. The learning team concept will be utilized to examine many concepts of group dynamics in an organizational setting.
IOP 480	Assessment Tools for Organizations	3	This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Some assessment which will be covered in this course include DISC and 360 Evaluation. Analyses of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization. Exploration in talent management, organizational, cultural, and leadership assessments will be used in various assignments to assess student learning.
IOP 490	Capstone Project	3	This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.

ISCOM 361	Purchasing and Procurement	3	This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and the supply chain interdependencies. Students will address procurement from strategic, tactical, and operational perspectives.
ISCOM 370	Strategic Supply Chain Management	3	This course will provide a brief overview of supply chains and an in-depth perspective on strategic supply chain management. This course focuses on the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve sustainable competitive advantages locally and globally.
ISCOM 374	Integrated Logistics Management	3	This course prepares students to strategically plan, implement, optimize and control the efficient and effective flow and storage of goods, services, and related information from a point-of-origin to a point-of-consumption. This course also focuses on the total systematic approach of transportation, inventory management, warehousing, and customer services.
ISCOM 383	Global Value Chain Management	3	This course describes the global value chain network and interactions between buyers and sellers in an international business environment. This course explores the impact of globalization, security, economics, and culture on successful value chains.

ISCOM 386	Service Operations Management	3	The course presents structured techniques for providing and evaluating operating efficiency and effectiveness in the hospitality industry. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, cost control, service expectations, project management, service training, performance evaluation, and analysis of guest feedback.
ISCOM 472	Lean Enterprise	3	This course provides a lean enterprise / operational excellence process improvement overview and company best practices implementation. Both manufacturing and services / office environment will be explored to address fundamental improvement practices. Problem solving, business flowcharting, process performance data collection and analysis, and the removal activities determined as wasteful or non-essential are explored.
ISCOM 476	Integrated Supply Chain Applications	3	This course introduces students to the importance of a strategic plan and its interaction with and impact on supply chain applications. Students will be exposed to the processes of supply change creation and improvement and, as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.
ISCOM 480	Supply Chain Management Capstone	3	This supply chain management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address supply chain management challenges. Students will develop a plan for adding value to the management of the supply chain by focusing on logistics, purchasing, quality processes, and ethical and global considerations.

IST 710	Foundations of Information Systems Management	3	This course surveys several major content areas of information systems and technology management that will be examined at various organizational levels later in the Information Systems and Technology focus area of the Doctor of Management program. The major content areas (sub-domains) surveyed in this course include: systems; networking, the World Wide Web, and cloud computing; the concepts of data, information, knowledge, and wisdom (DIKW); and security and privacy. Upon completion of this course, the learners will be prepared to research, analyze, and define unique management considerations of each sub-domain as it affects various organization levels.
IST 722	Information Technology for Teams	3	Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied to teams. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from effective leadership and management of teams, practices and techniques to enable effective team collaboration and organizational learning, and current and future developments in information technology to improve team performance. Upon completion of this course, learners will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723	Departmental Information Systems	3	This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.
IST 724	Organizational Information Systems Management	3	This course builds on foundational Information Systems and Technology (IST) concepts, management, and models introduced in IST/710 and other Doctor of Management (DM) courses and offers the opportunity to view and apply them at the organizational level. As the second course in the IST focus area of the DM program, IST/724 is precursor to coursework that will broaden beyond the organization to the global setting and finally into the realm of leading IS architecture and implementation. The major content areas (sub-domains) included in this course are: complexities of IT and of organizations; alignment of IT to the organization; and teams, models, and organizational effectiveness. At this level of learning (and management), the subjects are intertwined. Course readings are geared more to a balance every week within the scope of the course than to a strict adherence to that week's major topic. Upon completion of this course, the learners will be prepared to define and analyze issues related to the management and support of information systems and technology necessary to align to and support organizational objectives.

IST 731	Partnership and Industry Information Systems	3	This course extends the learning from previous intracompany relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IST domains that must be considered when developing partnerships and common industry relationships.
IST 732	Global Information Systems Management	3	This course extends the examination of the IST domains studied throughout the program to the global level. Learners will examine the application of the IST domains in the setting of a global economy and international business environment. Learners will be prepared to define the common information system (IS) management approaches for the development of business systems that can support global information systems requirements.
IST 733	Information Systems Management Architecture	3	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.
IT 200	Digital Skills for the 21st Century	3	Digital Skills for the 21st Century is a course focused on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls, and harness them to their advantage; those who can't are left behind with competitive disadvantages. today's workforce needs to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course include cloud computing, unified communication platforms, cyber security, social media, and mobile computing.

JRN 310	Introduction to Journalism	3	This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
JRN 320	Research for Journalism	3	This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.
JRN 330	Journalistic Writing I	3	This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current styles. Differences will be identified in writing for various audiences for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.
JRN 340	Journalistic Writing II	3	This course focuses on the application of the diverse journalistic writing techniques used in today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.

JRN 350	Controversial Issues in Journalism	3	This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 360	Storytelling: A Multimedia Approach	3	This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.
LAW 531	Business Law	3	This course prepares students to evaluate the legal risks associated with business activity. Students develop methods to manage an organization's legal obligations. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW 531T	Business Law	3	This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.

LAW PA513	Law and Public Administration	3	This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
LCO 336	Organizational Communication Theory	3	This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.
LCO 348	Advanced Group Communication and Leadership	3	This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task-oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.
LCO 465	Conflict Management	3	This course will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.

LCO 480	Social Media and the Organization	3	This course will focus on the strategic implementation of social media tools as they relate to a firm's integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.
LDR 300	Innovative Leadership	3	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 300T	Innovative Leadership	3	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 305	Foundations of Leadership	3	This course provides an overview of leadership theories, models, and principles. Students will gain insight into effective leadership attributes, leadership styles, organizational vision, corporate responsibility, and ethical practices.

LDR 305T	Foundations of Leadership	3	This course provides an overview of leadership theories, models, and principles. Students will gain insight into effective leadership attributes, leadership styles, organizational vision, corporate responsibility, and ethical practices.
LDR 306	Organizational Leadership: Building a Performance Culture	3	In this course, students will examine practices used to engage, inspire, and successfully lead people and organizations, with a focus on motivation, behavioral management, employee development and empowerment, diversity, culture, and performance improvement.
LDR 306T	Organizational Leadership: Building a Performance Culture	3	In this course, students will examine practices used to engage, inspire, and successfully lead people and organizations, with a focus on motivation, behavioral management, employee development and empowerment, diversity, culture, and performance improvement.
LDR 307	Leadership Strategy and Decision Making	3	Effective decision making takes a variety of perspectives and information into account, using reliable sources and reasoned approaches in support of an overall strategy. This course investigates business tactics and problem-solving techniques used in long- and short-term planning, organizational governance, innovation and creative disruption, and efficiency improvement. Topics include business model analysis and design, resource allocation, quality enhancement, contingency planning, and entrepreneurship.

LDR 307T	Leadership Strategy and Decision Making	3	Effective decision making takes a variety of perspectives and information into account, using reliable sources and reasoned approaches in support of an overall strategy. This course investigates business tactics and problem-solving techniques used in long- and short-term planning, organizational governance, innovation and creative disruption, and efficiency improvement. Topics include business model analysis and design, resource allocation, quality enhancement, contingency planning, and entrepreneurship.
LDR 308	Communication Strategies for Leaders	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.
LDR 308T	Communication Strategies for Leaders	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.
LDR 309	Leading Through Change	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.

LDR 309T	Leading Through Change	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.
LDR 310	Applied Leadership Capstone	3	The applied leadership capstone provides students with an opportunity to integrate content from throughout the program and demonstrate vital leadership principles and skills.
LDR 310T	Applied Leadership Capstone	3	The applied leadership capstone provides students with an opportunity to integrate content from throughout the program and demonstrate vital leadership principles and skills.
LDR 320	Inclusive Leadership: Diversity in the Workplace	3	This course provides students with an overview of inclusive leadership practices used to effectively manage and motivate employees, with a focus on cultural awareness, workplace diversity, intercultural communication strategies, change management, employee development and empowerment, and performance improvement.

LDR 320T	Inclusive Leadership: Diversity in the Workplace	3	This course provides students with an overview of inclusive leadership practices used to effectively manage and motivate employees, with a focus on cultural awareness, workplace diversity, intercultural communication strategies, change management, employee development and empowerment, and performance improvement.
LDR 535	Leading Change	3	This course applies leadership concepts to create organizational change. Students will create a plan to lead an organizational change in which they have no direct authority over necessary decisions. Other topics include leadership theories, organizational theory, levels of organizational change, and transformation leadership.
LDR 711A	Leadership Theory and Practice	3	In this course, students explore the theoretical and applications-based fundamentals of leadership to advance their skills and knowledge as scholar-practitioner-leaders.
LDR 721	Ethical Leadership and the Legal Landscape	3	This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.

LDR 722	Ethical Leadership and the Law in the Global Environment	3	This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.
LDR 726	The Dynamics of Group and Team Leadership	3	This course prepares learners to use advanced leadership strategies for leading teams, group communications, team building, and coaching skills to attain organizational objectives. Learners explore team and group dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731	Contemporary Issues in Leadership	3	This course explores leadership strategies and issues focusing on a changing workforce, short and long-term directions, decision-making, and performance expectations leading towards a sustainable and profitable organization. The focus is on business results that encompass organizational development and issues driving and implementing organizational change.
LDR 736	Architecture of Leadership	3	This course exposes students to historical and emerging leadership theories to enable them to develop their own individual leadership style to effectively lead in an unpredictable and rapidly changing environment. The course emphasizes the importance of leadership decision-making and maintains a strong future forward orientation in attaining organizational goals and achieving performance excellence.

LDRCB 535	Leading Change	3	<p>This course applies leadership concepts to create organizational change that increases value for stakeholders. Topics include leadership theories, organizational development approaches, servant leadership, and transformation leadership. Students will create a plan to lead an organizational change in which they have no direct authority.</p> <p>Competency 7: The student will assess leadership theories and approaches to support organizational change.</p> <p>Competency 8: The student will assess organizational culture to improve alignment between the culture, mission, vision, values, and strategies.</p> <p>Competency 9: The student will develop strategies and tactics to implement positive organizational change.</p>
LIT 235	Survey of English Literature to 1798	3	<p>This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A range of works, genres, movements, and cultural narratives will be explored.</p>
LIT 245	Survey of English Literature Since 1798	3	<p>This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A range of works, genres, movements, and cultural narratives will be explored.</p>
LIT 255	Survey of American Literature to 1860	3	<p>This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A range of works, genres, movements, and cultural narratives will be explored.</p>

LIT 265	Survey of American Literature Since 1860	3	This course is a survey of American Literature since 1860.
LIT 304	Shakespeare	3	This course will focus on Shakespearean literature and will cover significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	Major American Novel	3	This course examines the American novel through major genres and authors.
LIT 330	Modern Poetry	3	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.

LIT 375	Literary Theory and Criticism	3	This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.
LIT 410	Literature of the Fantastic	3	This course examines the genre of science fiction and fantasy through notable authors and works.
LSM 404	Introduction to Lifespan Management	3	This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.
LSM 412	Management within the Lifespan Industry	3	This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.

LSM 417	Regulations in Lifespan Management	3	This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.
LSM 423	Financial Strategies for Lifespan Management	3	This course provides students with a focus on the financing and reimbursement of lifespan management. Course content will focus on financial strategies to support environments for lifespan populations. Students will also learn about various payers and reimbursement practices that impact the management of lifespan services.
LSM 429	Lifespan Management Capstone	3	This course is the capstone for the lifespan management content where students apply management, financial, and regulatory strategies to demonstrate industry aligned competencies. Students will explore personal and professional career goals within the lifespan management industry.
LTC 310	Social and Community Related Programs and Services	3	This course provides an overview of programs and products related to our rapidly expanding long-term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.

MBL 400	Mobile Fundamentals	3	This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML5, CSS, and JavaScript® languages for mobile devices. On completion, participants will be able to plan, design, and create simple mobile applications.
MBL 402	Android Mobile Development	3	This course will cover the basics of coding for the Android™ platform. Topics include use of the Android™ APIs, persistent data retrieval and storage, testing, and publishing. On completion of the course, participants will be able to develop, test, debug, and publish working mobile applications.
MBL 404	Android Mobile Implementation	3	This course will continue to build on the fundamentals covered in Android Mobile Development I. Topics include services, multithreading, networking and publishing. Upon completion of the course, participants will be able to both develop useful mobile applications and implement effective testing and deployment strategies.
MBL 406	iOS Mobile Development	3	This course will cover the basics of iOS programming. Topics include Swift programming language, persistent data retrieval; and storage, testing, and publishing. On completion of the course, students will be able to develop, test, debug, and publish working mobile applications.

MBL 408	IOS Mobile Implementation	3	This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include web services, media, gaming, data integration, security, and distribution. Upon completion of the course, participants will be able to develop sophisticated mobile applications and distribute as well as monetize these apps.
MFCC 537	Child and Adolescent Counseling	3	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behaviors and learning problems are explored.
MFCC 551CA	Legal and Ethical Issues in Marriage and Family Therapy	3	This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.
MFCC 556	Family Systems Theory	3	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.

MFCC 561	Family Interventions	3	This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.
MFCC 566	Advanced Marriage and Family Therapy	3	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 567	Seminar in Marriage and Family Counseling	3	In this course, students will be required to apply marriage and family counseling theory, along with therapy skills acquired throughout the program. Students will gain a deeper understanding of working with diverse families, families in transition, families with mental health issues, families facing crisis and trauma, along with current trends in marriage and family counseling.
MFCC 591	Pre-Practicum in Marriage and Family Counseling	3	This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.

MFCC 5910	Orientation to Practicum in Marriage and Family Counseling	0	This course is an orientation to the pre- practicum and practicum courses.
MFCC 592	Practicum	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
MFCC 597A	Internship A	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597B	Internship B	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 597C	Internship	3	Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.
MFCC 599A	Practicum in Marriage and Family Counseling A	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 599B	Practicum in Marriage and Family Counseling B	3	Practicum in Marriage and Family Counseling is a 600-hour clinical experience required of all MSC students. The practicum is divided into two 300-hour sections, each lasting 15 weeks (Nevada has three 200-hour sections). The practicum experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
MFCC 599C	Practicum in Marriage and Family Counseling C	3	Practicum in Marriage and Family Counseling is a 600-hour clinical experience required of all MSC students. The practicum is divided into two 300-hour sections, each lasting 15 weeks (Nevada has three 200-hour sections). The practicum experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

MGT 230	Management Theory and Practice	3	This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.
MGT 312	Organizational Behavior for Managers	3	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, and describe the relationship between job satisfaction and job performance, and the relationship between the human resource function and organizational development.
MGT 312T	Organizational Behavior for Managers	3	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 314	Hospitality Entrepreneurship	3	This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.

MGT 316	Managing with a Global Mindset	3	In this course, students will examine primary business functions, economic systems, operational processes, and decision-making principles used to effectively manage business operations.
MGT 316T	Managing with a Global Mindset	3	In this course, students will examine primary business functions, economic systems, operational processes, and decision-making principles used to effectively manage business operations.
MGT 330	Management Theory, Practice, and Application	3	This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.
MGT 362	Change Management and Implementation	3	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.

MGT 362T	Change Management and Implementation	3	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.
MGT 401	Small Business: Structure, Planning, Funding	3	This course provides an overview of the small business from concept through funding. Emphasis on designing a competitive business model, crafting the business plan, forms of ownership, and exploring funding options.
MGT 411	Innovative and Creative Business Thinking	3	This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects span theory and practice and draw upon examples from multiple industry sectors.
MGT 418	Evaluating New Business Opportunities	3	This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

MGT 420	Managing Quality in the Supply Chain	3	This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.
MGT 434	Employment Law	3	This course provides an overview of federal statutes and state-regulated areas that affect the personnel function. Among topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
MGT 434T	Employment Law	3	This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
MGT 445	Organizational Negotiations	3	This course provides an overview of negotiations in an organizational setting. Students learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students also examine conflict management techniques and emerging negotiation trends in globalization and technology.

MGT 448	Global Business Strategies	3	The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.
MGT 465	Small Business and Entrepreneurial Planning	3	This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include a strategic application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting the business plan to the realistic needs of a small business owner and entrepreneur.
MGT 498	Strategic Management	3	This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan. Special emphasis is placed on business ethics, sustainability, innovation, and the legal environment of business.
MGT 526	Managing in a Changing Environment	3	This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine fast-paced changes including evolving demographics and emerging technologies and how they relate to innovative talent management, leadership, and managerial responses to addressing future organizational challenges.

MGT 527	Consulting	3	This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.
MGT 538	Managing in a Cross-Cultural Environment	3	This course prepares students on how to manage across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and inclusion within a cross-border organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.
MGT 576	Opportunity Evaluation and Value Creation	3	This course examines the processes of identifying, exploring, and exploiting opportunities for value creation-economic, social and/or environmental value. Students will learn how to create value within a large organization or entrepreneurial venture, a critical skill enabling entrepreneurial thinking. Students will gain exposure to strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.
MGT 598	Consulting Project	3	This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.

MGT 711	Strategic Opportunities in an Internet-Based Global Economy	3	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing business and management models, assessing geopolitical and economic factors that influence business strategy, and decision making in a global environment.
MGT 716	Management Philosophies	3	Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.
MGT 721	Managing the Risks in a Global Environment	3	This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.
MGT 726	Emerging Managerial Practices	3	Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.

MGTCB 526	Managing in a Changing Environment	3	<p>This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine fast-paced changes including evolving demographics and emerging technologies and how they relate to innovative talent management, leadership, and managerial responses to addressing future organizational challenges.</p> <p>Competency 1: The student will analyze the needs of organizations within a changing global business environment.</p> <p>Competency 2: The student will align operational needs with business strategies.</p> <p>Competency 3: The student will explain how evolving demographics and emerging technologies transform organizations.</p>
MGTCB 576	Opportunity Evaluation and Value Creation	3	<p>This course examines the processes of identifying, exploring, and exploiting opportunities for value. You will learn how to create value within a large organization or entrepreneurial venture. This is a critical skill enabling entrepreneurial thinking. You will be exposed to different types of strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.</p> <p>Competency 28: The student will evaluate opportunities to add economic, social, and environmental value for an organization.</p> <p>Competency 29: The student will evaluate competitive advantages and value-creating opportunities for organizations.</p> <p>Competency 30: The student will develop a value-creation strategy for an organization.</p>
MHA 505	Systems Thinking in Health Care Environments	3	<p>The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.</p>
MHA 506	Ethical Marketing: the New Health Care Economics	3	<p>The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.</p>

MHA 507	Leveraging Informatics in the Health Sector	3	The learner will determine how best to "tell the story" by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking.
MHA 508	Navigating the Regulatory Environment in Health Care	3	The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures within organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action.
MHA 515	Scanning the Health Sector as an Industry Expert	3	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts.
MHA 516	Operating in Structure: Health Sector Policy and Governance	3	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organizations, and the importance of risk-based policy and governance models in the health sector.

MHA 520	Sector Stakeholders: Identifying and Cultivating Alliances	3	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization.
MHA 542	Leading with Authenticity in the Health Sector	3	The learner will begin to exemplify the traits of authentic and adaptive leadership in the context of the health sector. Topics include leading in complex environments (transparency, vulnerability, and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and meaningful collaboration.
MHA 543	Tackling the Talent War in the Health Sector	3	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and engagement.
MHA 560	Creating a Sustainable Legacy: Healthy Communities	3	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.

MHA 598	Leveraging Results to Build Brand in the Health Sector	3	Learners will examine strategies for successfully elevating the role of the health care organization through a well-defined "brand". Topics will include brand-as-promise, brand-as-experience, and brand-as-emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.
MHA 599	Capstone: Leading the Organization Through Change	3	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.
MKT 310	Personal Selling	3	This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.
MKT 320	Business-to-Business Sales Management	3	This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.

MKT 360	Sales Force Management	3	This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.
MKT 421	Marketing	3	This course develops an understanding of the complexities public and private organizations face in developing, establishing, and implementing marketing strategies in both domestic and international markets. Areas of study include basic marketing concepts, marketing research, consumer behavior, branding, products/services, pricing, distribution channels, promotions, ethical marketing practices, global and multicultural marketing, and the technologies used throughout the marketing process.
MKT 421T	Marketing	3	This course develops an understanding of the complexities public and private organizations face in developing, establishing, and implementing marketing strategies in both domestic and international markets. Areas of study include: basic marketing concepts, marketing research, consumer behavior, branding, products/services, pricing, distribution channels, promotions, ethical marketing practices, global and multicultural marketing, and the technologies used throughout the marketing process.
MKT 431	Small Business Marketing	3	Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, developing effective pricing and advertising strategy.

MKT 435	Consumer Behavior	3	This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing strategy. Family and cultural factors that influence consumer behavior are considered as they relate to the development of marketing programs. Consumer decision-making processes are examined to develop marketing communications strategies. Tools are developed to measure the effect of consumer behavior theory in effective marketing strategies.
MKT 438	Public Relations	3	This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.
MKT 440	Fundamentals of Digital Marketing	3	This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.
MKT 441	Marketing Research	3	This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.

MKT 443	Social Media Marketing	3	The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.
MKT 444	Hospitality Marketing	3	This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer-relationships through marketing.
MKT 446	Search Engine Optimization	3	This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to perform a competitive analysis, create a keyword strategy, design a website architecture, create a page-level strategy, develop a content and social media strategy to enhance a website's ability to be found, and identify techniques and tools that enhance search results across user interfaces.
MKT 447	Advertising and Creative Strategy	3	This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.

MKT 448	Web Analytics for Digital Marketing	3	This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.
MKT 468	Customer Relationship Management	3	This course provides an overview of the sales management process, with an emphasis on the importance of developing the skills, attitudes, and thinking patterns needed in order to win customer satisfaction and loyalty. Specific behaviors, techniques, leadership styles, performance evaluation metrics, and future directions are provided to maximize professional success.
MKT 498	Integrated Marketing Strategy	3	This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.
MKT 544	Integrated Marketing Communications	3	This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

MKT 554	Consumer Behavior	3	This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.
MKT 562	Advanced International Marketing	3	This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.
MKT 574	Marketing: Social, Mobile, and Analytics	3	This course examines the marketing process, marketing research, product development innovation, pricing strategy, distribution, advertising and promotion, and strategic marketing issues. Special emphasis will be placed on the analytical and digital aspects of marketing management. Students will be able to apply industry knowledge to navigate digital marketing topics and evaluate impact.
MKT 575	Marketing Strategy	3	This course prepares students to manage the marketing process. Using creative problem-solving and decision-making skills, students will learn to identify market trends, prepare an industry analysis, and plan a marketing strategy to achieve organizational goals. Students will also become familiar with the concepts of consumer behavior, competitive advantage, branding, target market opportunities, and market differentiation and positioning.

MKT 578	Public Relations	3	This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations, promotion, public relations tools, publicity, and ethics.
MKT 593	Product Design and Development	3	In this content area capstone course, students design an innovative product or service that satisfies an unmet consumer need. Students use applied qualitative and quantitative research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, market research techniques, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.
MKT 711	Marketing and Managing the Customer Relationship	3	This course evaluates how organizations manage relationships with their customers and apply research-based marketing information to the development and marketing of products and services tailored to target customers. Topics include market segmentation, target marketing, delivering superior value, relationship marketing, ethics, and marketing strategy.
MKTCB 574	Marketing: Social, Mobile, and Analytics	3	<p>In this course, you learn to develop marketing strategies, consider how to communicate value to target markets, learn the importance of branding, and look at marketing through digital and social media lenses and the relevance of legacy marketing approaches. You will practice these concepts and apply them by creating your own strategic marketing plan. Your strategic marketing plan is an important preparation for your capstone course, where you will assemble a complete business plan.</p> <p>Competency 19: The student will develop marketing strategies to promote products and services.</p> <p>Competency 20: The student will evaluate marketing communications channels to attract buyers and increase customer loyalty.</p> <p>Competency 21: The student will analyze the role of market research and data analytics in marketing planning.</p>

MPA 503	Public Administration Institutions and Processes	3	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.
MPA 533	Leading Organizational Change in the Public Sector	3	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 534	Leading Organizational Change in Public Administration	3	This course prepares students to lead change in the public administration arena. Students will apply leadership change theories congruent to the unique role of shared decision-making between officials in public and non-profit environments. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 543	Data Analysis for Public Policy and Management	3	This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, posttesting, correlation, and forecasting.

MPA 553	Public Finance	3	This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 554	Finance in Public Administration	3	This course prepares students to apply the principles of economics to public administration. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include analyzing revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 563	Public Budgeting	3	In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.
MPA 564	Budgeting in Public Administration	3	In this course students learn the accounting and budgeting tools and theories used in public administration. Students will analyze the relationship between public policy and the budget process. Other topics include budgetary decision making, basics of government and not-for-profit fiscal management, reporting, capital and operating expenditures, and inter-period equity.

MPA 573	Program Evaluation	3	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.
MPA 583	Public Policy Planning and Implementation	3	This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy- making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy alternative evaluation, and stakeholder conflicts.
MPA 593	Public Administration Applied Project	3	Students will utilize knowledge learned in the entire MPA program to develop a comprehensive applied public sector policy and implementation plan. It is highly encouraged that students develop a current project in partnership with an actual public sector leader in their organization.
MPA TM543	Leveraging Technology in the Public Sector	3	This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.

MPA TM544	Leveraging Technology in Public Administration	3	This course prepares students to leverage technology in support of effective and efficient administration of government and non-profit entities. Students will apply technology concepts to enhance self-service tools and social media for citizens while providing data security and respecting privacy concerns. Other topics include accessibility, mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.
MPH 510	Public Health Professional Practice	3	This course examines the historical and chronological milestones of the field of public health; provides an overview of the goals and guidelines for public health practice through the next decade; provides an evaluation of ethical choices, values and professional practices implicit in public health decisions; considers the effect of public health choices on community stewardship and highlights equity, social justice and accountability in decision-making processes.
MPH 520	Social and Behavioral Aspects of Public Health	3	This course focuses on concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. It addresses the behavioral, social and cultural factors related to individual and population health over the life-time. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.
MPH 530	Epidemiology Concepts and Public Health Diseases	3	This course provides an introduction to the skills needed by public health professionals to critically interpret disease. The main concepts of this course will cover distributions and determinants of disease, disabilities, injury, and death in human populations. This course provides an opportunity for learners to apply epidemiology concepts to case studies.

MPH 540	Environmental and Occupational Health Management	3	This course provides a foundation to the ecological basis of health and disease. The application of the principles and framework of ecosystems in managing public health initiatives are addressed, including the social, biological, physical, and chemical factors that affect the health of organizations and communities. Hazardous agents found in occupational environments are reviewed for their potential health effects, and procedures for prevention of occupational illnesses and injuries are examined.
MPH 550	Public Health Statistics	3	This course focuses on the development and application of health statistics and reasoning; and will discuss methods of addressing, analyzing, and solving problems in public health. The collection, storage, retrieval, analysis and interpretation of health data, and the design and analysis of health-related surveys and experiments are central to the practice of health data analysis.
MPH 560	Public Health Systems and Services Administration	3	This course will introduce U.S. public health delivery systems and administration and management of these systems. Major components of administration and management principles within a health system or organization are examined, including the organization and financing of health care systems, access to health care, regulation and policy issues, and the health care workforce.
MPH 570	Public Health Policy and Leadership	3	This course examines public health approaches to improve health through policy change. Theoretical and practical applications of legislative advocacy in the area of health policy are explored, along with the implications of research on public health policy development. Learners will evaluate the collaborative efforts between community groups, institutions, and local and state-level governments to make sustainable changes for improved health outcomes.

MPH 600	Community Resiliency and Response Preparedness	3	This course examines the ability of a community to use its assets to strengthen public health and healthcare systems and to improve the community's physical, behavioral, and social health to withstand, adapt to, and recover from adversity. This course provides learners with opportunity to expand their knowledge beyond the traditional preparedness approach by creating actions that build readiness while also promoting strong community systems and addressing the many factors that contribute to health. Key preparedness activities are reinforced with resilience factors to improve everyday health, wellness, and community systems.
MPH 601	Public Health Promotion and Education	3	This course examines health education theories and practices. Learners are given opportunity to create goals and objectives and apply theories and models of instructional strategies. Learners will create units of instruction for community health settings and populations. Strategies that enhance health education and health promotion for special populations are emphasized.
MPH 602	Public Health Communication and Advocacy	3	This course is designed to provide learners with a critical understanding of the effects of media as a vehicle to promote and impede the achievement of public health goals. Learners will develop communication skills to use a variety of media strategies to advance public health policies and promote social change. Learners are provided with opportunity to advance their personal presentation and communication skills.
MPH 603	Race and Ethnicity Determinants of Health	3	This course examines how race, ethnicity, and health intersect; explores determining factors of health such as patterns in demography; social environmental factors such as social class, racial and spatial segregation; healthcare inequalities; and systemic racism in contributing to inequalities in health.

MPH 604	Special Topics in Public Health	3	This course provides learners with an opportunity to apply public health professional principles and models and create solutions for current and relevant public health topics.
MPH 680	Community Health Leadership Experience I	3	This course will provide learners with an opportunity to apply Community Health Leadership concentration competencies within a community health setting. In this first course of the two-part culminating project and practicum experience, students are required to complete a minimum 100 of the total 200 required hours of practicum work; submit a proposal of how the concentration competencies will be applied to their practicum experience; complete approval and tracking forms; complete a culminating project report.
MPH 690	Community Health Leadership Experience II	3	This course will provide learners with an opportunity to apply Community Health Leadership concentration competencies within a community health setting. In this second course of the two-part culminating project and practicum experience, students are required to complete the remaining of the total 200 required hours of practicum work; complete tracking forms; complete a final summary report of practicum experience; evaluation of practicum experience; PowerPoint presentation of practicum experience; and a culminating project summary to include how the learner will utilize the practicum experience as part of their community health leadership portfolio or as a presentation at a public health conference or meeting.
MTE 001	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the teacher education program. Students will be introduced to the program's progression and degree completion requirements. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.

MTE 501	The Art and Science of Teaching	2	This course introduces teaching as both an art and a science. Topics for discussion include a historical overview, basic philosophies, professionalism, legal or ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 503	Orientation to Alternative Pathway Certificate	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and the Student Teacher Performance Assessment will be discussed.
MTE 506	Child and Adolescent Development	2	This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 507	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

MTE 507CA	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 510	Professional Knowledge, Skills, and Dispositions	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
MTE 511	Child/Adolescent Growth, Development, and Learning	3	This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 512	Teaching the Exceptional Learner	3	This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.

MTE 513	Evaluation and Data Literacy	3	This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.
MTE 516	Foundations of the Professional Educator	3	This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and will explore basic philosophies, professionalism, and legal and ethical ramifications in education.
MTE 517	Technology Integration for Educators	3	This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.
MTE 518	Models, Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522	Maintaining an Effective Learning Climate	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 522CA	Maintaining an Effective Learning Climate for Elem Settings	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523	Maintaining an Effective Learning Climate	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and recordkeeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523CA	Maintaining an Effective Learning Climate	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and recordkeeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 528CA	Curriculum Constructs and Assessment: Visual Arts	3	This course explores the theory, application, and strategies of teaching the visual arts for the single subject teacher candidates. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact the arts. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
MTE 529	Reading and Phonological Theory	2	This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.
MTE 531	Curriculum Const & Assmt: History/Social Science	2	This course defines and provides a context for teaching and assessing K-8 students in the area of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.
MTE 533	Curriculum Constructs and Assessment: Science and Mathematics	4	This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534	Curriculum Const & Assmt: Visual and Performing Arts	2	This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
MTE 536	Children's Literature	3	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and assessment in reading. Methods for incorporating the use of children's literature in all content areas will also be examined.
MTE 537	Curriculum Const & Assmt: Physical Education and Health	2	This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.
MTE 541CA	Language Development for Secondary Settings	2	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English language learner (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MTE 551	Curriculum Constructs and Assessment: Physical Education	3	This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction. Participants will explore the integration of various resources and literacy into physical education and examine parent and community involvement.
MTE 556	Curr Constr & Assess: Distance Ed Methods for Sec Schools	3	This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 559	Curriculum Constructs and Assessment: Secondary Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
MTE 562	Assessment and Evaluation	3	This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

MTE 564CA	Curriculum Constructs and Assessment: Secondary Mathematics	3	This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction. Participants will explore the integration of various resources and literacy into mathematics and examine parent and community involvement.
MTE 566	Curriculum Const & Assmt: Secondary English/Language Arts	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 566CA	Curriculum Const & Assmt: Secondary English/Language Arts	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. Participants will explore the integration of various resources and literacy into language arts and examine parent and community involvement.
MTE 567	Curriculum Const & Assmt: Secondary History/Social Science	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 567CA	Curriculum Const & Assmt: Secondary History/Social Science	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. Participants will explore the integration of various resources and literacy into social studies and examine parent and community involvement.
MTE 569	Curriculum Constrcts and Assessment: Secondary Science	3	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MTE 569CA	Curriculum Constructs and Assessment: Secondary Science	3	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations. Participants will explore the integration of various resources and literacy into science and examine parent and community involvement.
MTE 583	Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

MTH 110	History of Mathematics	1	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.
MTH 210	Fundamentals of Geometry	3	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.
MTH 213	Mathematics for Elementary Educators I	3	This is the first course of a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214	Mathematics for Elementary Educators II	3	This is the second course in a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability, and data analysis.

MTH 215	Quantitative Reasoning I	3	Students apply advanced quantitative reasoning skills to solve real world problems. This course emphasizes modeling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 215T	Quantitative Reasoning I	3	Students apply advanced quantitative reasoning skills to solve real world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 216	Quantitative Reasoning II	3	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.
MTH 216T	Quantitative Reasoning II	3	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.

MTH 217	Statistics I	3	Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.
MTH 218	Statistics II	3	Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.
MTH 219	Introduction to College Algebra	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 219T	Introduction to College Algebra	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MTH 220	College Algebra	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MTH 220T	College Algebra	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MTH 221	Discrete Math for Information Technology	3	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
MTH 280	Calculus I	4	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.

MTH 290	Calculus II	4	This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums, and indefinite integrals, and apply these to real-life problems. The course concludes with the Fundamental Theorem of Calculus.
MTH 360	Linear Algebra	3	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.
MTH 380	Calculus III	3	This course builds on the concepts of presented in MTH/310 Calculus I and MTH/320 Calculus II. Students examine functions of more than one variable, curves in space, and Newtonian mechanics in three dimensions. Students explore partial derivatives and differentials as well as local and global extrema. In addition, students use differentiation techniques for functions of many variables.
MTH 463	Applied Statistics	3	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. In addition, this course examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 530	Linear Algebra	3	The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.
MTH 535	Geometry	3	This course is designed for students to demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system. Students will apply theorems to evaluate various problems, analyze the properties of figures, and formulate equations utilizing geometric foundations.
MTH 540	Statistics	3	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, terminology, the appropriate use of techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 575	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.

NRP 507	Advanced Pharmacology	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 507CA	Advanced Pharmacology	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 508	Health Policy and Role of the Advanced Practice Nurse	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 508CA	Health Policy and Role of the Advanced Practice Nurse	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.

NRP 511	Advanced Pathophysiology	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 511CA	Advanced Pathophysiology	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 513	Clinical Applications of Theory and Research	4	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.
NRP 513CA	Clinical Applications of Theory and Research	4	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.

NRP 516	Advanced Health Assessment	4	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for clients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.
NRP 531	Advanced Health Assessment I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 531CA	Advanced Health Assessment I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 540	Management of Pediatric and Adolescent Populations	5	This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.

NRP 543	Management of Pediatric and Adolescent Populations	4	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.
NRP 543CA	Management of Pediatric and Adolescent Populations	4	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.
NRP 545A	Adult and Geriatric Management	4	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine, and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 545B	Adult and Geriatric Management	4	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 552	Clinical Procedures	2	This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.
NRP 555	Adult and Geriatric Management I	4	This is the first of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 555CA	Adult and Geriatric Management I	4	This is the first of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 556	Adult and Geriatric Management II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.

NRP 556CA	Adult and Geriatric Management II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 560	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal obstetrics. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.
NRP 563	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 563CA	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.

NRP 566	Preceptorship	4	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.
NRP 571	Advanced Health Assessment II and Clinical Procedures	4	This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 571CA	Advanced Health Assessment II and Clinical Procedures	4	This course is a continuation of NRP/531CA: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 590	Final Preceptorship	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.

NRP 590CA	Final Preceptorship	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NSG 302	Professional Contemporary Nursing Role and Practice	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.
NSG 345	Medical/Surgical Nursing II: Complex and Geriatrics	5	This course focuses on the care of patients with chronic and complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course. Clinical hours include immersive simulation learning.
NSG 416	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.

NSG 416CA	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 421	Care of the Family and Community	4	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 426	Integrity in Practice: Ethic and Legal Considerations	3	This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSG 440	Pediatric Nursing	4	This course focuses on the utilization of Watson's theory of human caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course. Clinical hours include immersive simulation learning.

NSG 451	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSG 451CA	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSG 452	Public and Global Health	4	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 456	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.

NSG 456CA	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.
NSG 468	Influencing Quality within Healthcare	3	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSG 470	Nursing Leadership and Management	4	This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course. Clinical hours include immersive simulation learning.
NSG 471	Nursing Leadership and Management	4	This course examines the nurse as a manager of patient care using leadership and management principles. Promotion of quality patient care through delegation, problem-solving, interprofessional collaboration, and decision-making is explored. Review and preparation for the RN licensure examination is incorporated.

NSG 480	Nursing Synthesis	4	This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national licensure examination for registered nurses. This course prepares the student for the application process for RN licensure.
NSG 481	Influencing Nursing Practice	2	Students integrate knowledge of nursing practice and synthesize program knowledge to prepare for national licensure.
NSG 482	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 482CA	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.

NSG 486	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 486CA	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.
NSG 498	Senior Leadership Practicum	3	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 501	Pathophysiology, Assessment Variables and Pharmacology I	3	This course presents an integrated approach to advanced pathophysiology, health assessment, and pharmacology in select patient populations. Collaboration and research are used to guide analysis and evaluation of pathological and pharmacological interventions.

NSG 502	Pathophysiology, Assessment Variables and Pharmacology II	3	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 511	Contemporary Nursing Practice	3	This course emphasizes the College of Nursing's philosophical framework for professional practice and the role of the graduate nurse as practitioner, leader, and researcher. Topics include conceptual models, nursing theory, theory frameworks, conceptual terms, and the utility and application of nursing theories in practice. A key focus is introducing students to various conceptual perspectives to guide new ideas, research questions, and interpretations in nursing practice.
NSG 512	Nursing Research	3	This course focuses on the role of the graduate nurse in research processes and evidence-based nursing practice. The key concepts focus on the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, data analysis, and the role of the nurse as scientist.
NSG 513	Inter-Professional Leadership and Management	3	This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in health delivery systems, leadership in the current health care environment, and the future of nursing.

NSG 514	Health Law, Policy, Ethics, and Global Trends	3	This course examines the influences of payer sources and regulation on health care policy, the ethical allocation of resources, and how economics impacts health care access. Exploration of global health trends broadens the nurse leader's awareness of ethical and economic influences on health issues.
NSG 516AD	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516ED	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516IN	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 517AD	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517ED	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517IN	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 531	Program and Course Development	3	Nurse educators are responsible for creating programs and courses for diverse settings while aligning to multiple regulations and standards for nursing education. Completing a needs assessment and developing effective programs and courses through a systematic framework is critical. Learners will evaluate instructional methods and theories for teaching and learning and will differentiate between the strategies used to develop, implement, and evaluate educational programs.

NSG 532	Innovative Curriculum Design	3	Developing curriculum that aligns to the program's mission, standards, and outcomes is important in creating an effective program. Delivering curriculum to a diverse population in an organized fashion, taking into consideration the best modality for delivery, promotes engagement and critical thinking skills. Learners will analyze current trends and issues in curriculum design, evaluate innovations and technologies used to develop engaging curriculum, and determine best practices for course improvement.
NSG 533	Educational Assessment and Evaluation	3	Nurse educators count on reliable and valid information to evaluate the effectiveness of an educational program. Thoughtful creation of evaluation tools that align to an educational taxonomy is an important step in order to obtain qualitative and quantitative data that informs the nurse educator about how well learners are performing. Communicating assessment and evaluation results to others, and gaining their input, provides the nurse educator the opportunity to make curricular improvements based on stakeholder feedback. Learners will evaluate assessment methods used to measure performance and improve educational programs, and develop a communication strategy to share results with stakeholders.
NSG 534	Facilitating Engaged Learning	3	Nurse educators use instructional design approaches to build effective courses with engaging activities and assignments. Creating interesting and innovative materials for learners and faculty is critical for learning success. Using technologies in the classroom, regardless of the delivery modality, provides learners and faculty with the most up-to-date educational resources available. Learners will analyze the systematic model of analysis, design, development, implementation, and evaluation to create instructional products and solutions.
NSG 536	Practicum Elective I	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.

NSG 537	Practicum Elective II	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a third practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 541	Data Analysis and Management	3	The course challenges the student to manage data generated from the electronic health record. Data management may require recommendations for additional data or how to sort current data to obtain information necessary for comprehensive analysis which supports quality initiatives, risk management, or data trends.
NSG 542	Information Workflow	3	This course requires the student to define patterns of workflow in order to manage data. There is a necessity to knowing what data will be needed by various departments within the organization. The student will demonstrate the ability to develop a plan for data distribution.
NSG 543	Database Management	3	This course engages the student in management of databases to develop forms, tables, reports and queries. Database models will be explored. Data mining techniques will be explored to discover new knowledge that may be hidden in the stored data. Query will explored as a tool to manipulate data.

NSG 544	Evaluation and Application of Information	3	This course explores the use of data for the purposes of strategic planning, reimbursement, rules and regulations, accreditation, and disease surveillance. Measures to assure data quality and validity will be explored.
NSG 547	Human Resources Management	3	This course focuses on the nurse administrator's role for supervising the nursing personnel and support staff. The topics covered are common to nurse administrators. They include: responsibilities for recruitment, scheduling, counseling, coaching, mentoring, developing and evaluating nursing staff and support personnel. The legal implications surrounding interviewing, hiring, managing and terminating employment will also be explored.
NSG 557	Organizational Dynamics and Systems Thinking	3	This course focuses on organizational effectiveness, systems management. The role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery Principles and models of change will be explored.
NSG 567	Financial Resources Management in Health Care	3	This course engages the student in the processes of budget preparation, analysis, and monitoring. These processes are essential for analyzing the financial performance of an organization, service, or system. Emphasis is placed upon the use of resources to support organizational mission and strategic vision.

NSG 577	Continuous Quality Monitoring and Outcomes Improvement	3	This course focuses on identification of quality markers within health care. The learner will utilize data to support development and evaluation of performance measures. The many variables which impact quality will also be considered.
NSG 580	Practicum	4	This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of practicum.
NSGCB 302	Professional Contemporary Nursing Role and Practice	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidence-based practice, and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.
NSGCB 416	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.

NSGCB 426	Integrity in Practice: Ethic and Legal Considerations	3	This course addresses legal and ethical aspects of the professional nurse's role in health care delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSGCB 451	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSGCB 482C	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSGCB 486C	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.

NTC 245	Foundation of Local Area Networks	3	This foundational course covers local area network topics, including rationale for networking. Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
NTC 248	Foundations of Networking	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTC 248T	Foundations of Networking	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTC 255	Storage and Management of Data	3	This course introduces fundamental concepts and practices for information storage and management in cloud, virtualization, and networking environments. Included are elements and practices of data centers, information storage networking technology, storage systems, and business continuity practices. Also addressed are management and security in information storage infrastructures.

NTC 260	Foundations of Cloud Services	3	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 275	Storage Management Capstone	3	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure.
NTC 300	Cloud Technologies	3	This course will provide the knowledge and skills required to understand foundational and advanced cloud terminologies/methodologies; to implement, maintain, and deliver cloud technologies and infrastructures (e.g., server, network, storage, and virtualization technologies); and to understand aspects of IT security and use of industry best practices related to cloud implementations.
NTC 302	Network Web Services	3	This course covers Network Web Services with a specific focus on Amazon Web services (AWS CCP). The course will help an IT professional gain knowledge and skills necessary to effectively demonstrate an overall understanding of the AWS Cloud, independent of specific technical roles.

NTC 304	Cloud Developing	3	This course provides an introduction to developing on Amazon Web Services (AWS). Covering foundational knowledge on how to configure, develop, deploy and debug secure cloud-based applications using AWS. Designed to help students gain technical expertise in development using cloud technologies, this course prepares students to take the AWS Certified Developer - Associate level AWS Certification exam.
NTC 306	Cloud Operations	3	The course will show students how to create automatable and repeatable deployments of networks and systems on AWS and covers specific AWS features and tools related to configuration and deployment. Students will learn how some AWS customers design their infrastructures and implement various strategies and services. Students will build a variety of infrastructures via guided, hands-on activities.
NTC 320	Network Design Associate	3	This course provides an intensive workshop where the student will gain the hands-on experience in topics aligned to the CCDA: Cisco Certified Design Associate certification exam. Topics may include: understanding the methodology used to design a network; describing network structure and modularity; and designing enterprise campus networks, enterprise edge and remote network modules, IP addressing and routing protocols, and network services.
NTC 324	Windows Server Configuration	3	This course provides students with the knowledge and skills necessary to install and configure Windows Server. The course covers server installation and configuration, server virtualization configuration, and maintaining and monitoring server environments.

NTC 326	Administering Windows Server	3	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Managing Network Services, Server Policy Infrastructure, and Managing Directory Services & Group Policy.
NTC 328	Advanced Windows Services	3	This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure & Access Solutions.
NTC 361	Network and Telecommunications Concepts	3	This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.
NTC 362	Fundamentals of Networking	3	This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Network routing, switching, and Wi-Fi are covered. Also covered in this course is an introduction to the OSI model, the TCP/IP model, basics of wireless communications standards, and network security.

NTC 364	NETWORK TECHNOLOGIES	3	This course provides comprehensive information and foundational knowledge about core Cisco technologies, helping you implement and administer Cisco solutions.
NTC 405	Telecommunications and Networking I	3	This course is designed to provide the fundamentals of basic telecommunications, including an introduction to standards, organizations and governing bodies, concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems, explaining how the electronic concepts assist in network troubleshooting.
NTC 406	Telecommunications and Networking II	3	NTC/406 provides analysis of multiple aspects of computer networking including the seven levels of the open systems interconnection (OSI) model which is the basis for analysis of network protocols. Each aspect of networking is analyzed with the related theory applied to specific applications in the industry.
NTC 409	Global Network Architecture and Design	3	This course addresses the fundamentals of network design and analysis with an emphasis on business network needs. The network design techniques necessary for Local Area Network (LAN) and Wide Area Network (WAN) implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.

NTC 411	Global Network Management, Support and Security	3	This course broadens the concept of network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts, and the available tools to the network designer. The development and management of the relationships between the enterprise and the Wide Area Network (WAN) providers is discussed. Network security, disaster recovery, and business continuity planning is also addressed in this course.
NTC 415	Network Integration Project	3	The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality, will be applied. End-to-end performance criteria and service levels guarantees will be examined as a part of network design project. Network capabilities to handle varying types of traffic, from low speed data to large image files and streaming video and digital voice, will be explored.
NTC 425	Networking and Security in Health Information Systems	3	This course covers the concepts of health information security and networking. Content includes governmental regulations, data security, and working with Health Information Exchange (HIE) systems. Coursework explores contingency planning, network architecture, hardware, and system security concepts.
NUR 590A	Nursing Practicum-A	1	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with various nursing experts in clinical application projects.

NUR 590B	Nursing Practicum-B	2	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with various nursing experts in clinical application projects.
OI 365	Knowledge Management and Intellectual Capital	3	In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.
OI 466	Organizational Innovation Integrated Project	3	This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.
ONL 507	Digital Citizenship for Educators	3	The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real world functions and authentic applications.

OPS 330	Strategic Operations and Logistics	3	Strategic operations and logistics are key to maximizing value, minimizing costs, and ensuring efficient process management. This course covers enterprise resource planning and continuous improvement processes used in workflow management, process integration, inventory and supply-chain management, data analysis, business forecasting, optimization, and quality improvement.
OPS 330T	Strategic Operations and Logistics	3	Strategic operations and logistics are key to maximizing value, minimizing costs, and ensuring efficient process management. This course covers enterprise resource planning and continuous improvement processes used in workflow management, process integration, inventory and supply-chain management, data analysis, business forecasting, optimization, and quality improvement.
OPS 350	Operations Management	3	This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services. Topics include quality management, process design, capacity management, materials management, and project management.
OPS 400	Business Process Management	3	This course introduces a process-oriented view of the flows of information, products and services through and across organizational functions. Students will analyze and document business processes and assess the efficiency and effectiveness of these processes to minimize cost and maximize value creation. Students will be able to identify process information, assess and improve process efficiency, learn to model and analyze business processes, and understand the interactions between human behavior and process design. Other topics include business process reengineering, lean six sigma, total quality management, and process innovation.

OPS 405	Enterprise Resource Management	3	This course provides an overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, finance and accounting. Students will learn the methodology and practice of ERP using an industry-leading software package to explore the interaction among the different business processes. Topics include business process integration, inventory management, master scheduling, and material and capacity planning. Concepts are applied through the use of current enterprise resource planning software.
OPS 415	Systems Thinking and Performance Measurement	3	This course provides an overview of systems thinking and information to measure and optimize an organization's performance. Topics include introduction of systems thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement.
OPS 420	Operations Management Capstone	3	This operations management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address operations management challenges. Students will develop a plan for adding value to the management of the operation focusing on the processes, quality, human resources, financial, logistics, and organizational strategy.
OPS 572	Operations Management in Health Care	3	The course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes in health care. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting for health care.

OPS 574	Creating Value Through Operations	3	This course examines the importance of effectiveness and efficiency and evaluates the potential trade-offs between them to create value within an organization. Students will learn to apply process analysis, process improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will understand the entire value chain and how these decisions integrate for efficient and effective performance across a network of organizations.
OPSCB 574	Creating Value Through Operations	3	<p>This course examines the importance of effectiveness and efficiency and evaluates the potential trade-offs between them to create value within an organization. Students will learn to apply process analysis, process improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will understand the entire value chain and how these decisions integrate for efficient and effective performance across a network of organizations.</p> <p>Competency 25: The student will evaluate data-driven processes and approaches of an organization's operations.</p> <p>Competency 26: The student will apply process improvement principles to enhance organizational performance and value.</p> <p>Competency 27: The student will analyze organizational global supply chain process to maximize value.</p>
ORG 535	People and Organizations	3	This course provides students with the interpersonal skills needed to motivate people in the workplace and the human resources skills necessary to manage group dynamics and create synergy among group members. The course will help to develop high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.
ORG 581	Organizational Design	3	This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority and control, specialization and coordination, intrapreneurship, and lateral organizations.

ORG 711	21st Century Issues in Organizational Behavior I	3	This course evaluates research on issues that organizations face in optimizing their performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 716	Organizational Theory and Design	3	Upon completion of this course, students will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, students will have the ability to systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness.
ORG 721	21st Century Issues in Organizational Behavior II	3	The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.
ORG 726	The Impact of Technology on Organizations	3	In this course, students evaluate the relationships among technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.

ORG 727	Organizational Diagnosis and Intervention	3	Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
ORGCB 535	People and Organizations	3	<p>This course provides students with the interpersonal skills and self-awareness needed to motivate people in the workplace and to manage group dynamics to create synergy among group members. The course will focus on the development of the skill sets necessary to elicit high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.</p> <p>Competency 4: The student will examine principles related to human resource management Competency 5: The student will analyze talent management approaches used to build high-performance organizations. Competency 6: The student will align human resource systems with business strategies.</p>
PHL 310CA	Critical Thinking Across Disciplines	3	This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem-solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.
PHL 320	Critical Thinking and Decision Making in Business	3	This course explores the critical thinking techniques necessary to be an effective manager within an organizational setting. Students will focus on critical thinking and reasoning methods as they apply to management concepts within a work environment. Other topics include the use of critical thinking skills in the decision-making process as it applies for successful performance of employees and organizations and achieving desired business goals.

PHL 320T	Critical Thinking and Decision Making in Business	3	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.
PHL 458	Creative Minds and Critical Thinking	3	In this course, students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.
PHL 736	Political Acumen and Ethics	3	This course will provide students with the tools leaders need to address current and future impacts on business and society. Students will examine methods used to influence organizational change toward proactively addressing risk factors such as political, legal, regulatory, and governmental requirements. The course will focus on understanding how business leaders can change, strengthen, and transform their organizations. Topics include corporate social responsibility, organizational and community involvement, and attaining and maintaining American corporate ethical standards in local and global environments.
PHY 101	Fundamentals of Physics	3	This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PM 350	Organizational Project Management	3	This course provides an overview of project management concepts, phases, and methodologies used to optimize complex, organizational processes. Students will evaluate communication, leadership, financial, and operational practices that are used in support of strategic business initiatives.
PM 350T	Organizational Project Management	3	This course provides an overview of project management concepts, phases, and methodologies used to optimize complex, organizational processes. Students will evaluate communication, leadership, financial, and operational practices that are used in support of strategic business initiatives.
PM 571	Project Management	3	This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
PM 582	Project Leadership	3	This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.

PM 584	Project Risk Management	3	This course applies risk management concepts to project execution and its organizational objectives. Students will create contingency plans for a project and its organization. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.
PM 586	Project Quality Management	3	This course applies quality control techniques to project development and implementation. Students will create a continuous quality-improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
PM 598	Project Management Capstone	3	In this capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.
POL 115	American National Government	3	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.

POL 215	State and Local Political Processes	3	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political, and public policy challenges.
POS 221	Windows Server Configurations	3	This course is a survey of Windows Server® configuration. Topics emphasize the structure and the various applications supported by Windows Server®. The course includes access to hands-on Windows® lab exercises.
POS 355	Introduction to Operating Systems	3	This course provides an introduction to Operating Systems. Topics covered include Operating System concepts, program execution, and Operating System internals such as memory, processor, device, and file management. A variety of Operating Systems are compared and contrasted.
POS 408	.NET I	3	This course introduces C# development in the context of developing business applications. Students develop the knowledge and skills necessary to produce event-driven programs using Microsoft Visual Studio for the .NET environments. Topics include writing a C# program, variables and expressions, flow control, debugging error messages and programing in the .NET environment.

POS 409	.NET II	3	This course is an advanced study of the C# programming language in the .NET platform. It covers topics around managing program flow, creating and using types, implementing data access, debugging applications and implementing security.
POS 410	SQL for Business	3	This course provides an in-depth, hands-on workshop on the Structured Query Language (SQL). SQL provides a unified language that lets you query, manipulate, and control data in a business applications environment. This course is aligned to the requirements of the Advanced Business Analytics Certificate; which is designed to provide specific theories, competencies, and skills necessary for success in the field of business analytics.
POS 433	UNIX Networking	3	This course is a survey of the UNIX® operations. The student will gain an understanding of the internal operations of the UNIX® system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX® system files, file systems and process, systems administration and security are also examined.
PRG 211	Algorithms and Logic for Computer Programming	3	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course covers procedural programming concepts, including data types, controls structures, functional decomposition, arrays, files, classes, and objects.

PRG 215	Java Programming	3	Java is a general purpose programming language for platform-independent implementations. This course provides a general introduction to programming, basic computation, branching, loops, and object-oriented programming. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java Development Kit, Standard Edition.
PRG 218	Introduction to C/C++	3	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming languages are used to produce simple computer programs.
PRG 280	Programming in HTML5 with JavaScript	3	This course provides students an introduction to HTML5 with JavaScript® and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript®.
PRG 281	Windows Application Development Using HTML5 and JavaScript I	3	This course covers enhanced HTML5 concepts using CSS3 and JavaScript®. This includes using Canvas and different HTML APIs, exposure to Windows Event Listener, and enhancing websites using animation, audio and video features.

PRG 282	Windows Application Development Using HTML5 and JavaScript 2	3	This course covers developing web applications using HTML5, CSS3, jQuery, and JavaScript®. This includes use of different advanced JavaScript® APIs, such as Drag-and-Drop API, Web Storage API, Geolocation API, and the Web Socket API.
PRG 410	C++Programming I	3	This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, arrays, and functions. There is also an introduction to object oriented concepts in C++.
PRG 420	Java Programming I	3	This course is a study in Java programming. It covers topics around Java programming, variables, expressions, using branches and loops, storing data in arrays and using methods.
PRG 421	Java Programming II	3	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications, the use of data files and other advanced topics.

PRG 430	Programming Project Capstone: Web or Cloud Application	3	In this hands-on project course, students use Python or Java skills to develop an application for web or cloud.
PSY 103	Introduction to Psychology	3	This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical-thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.
PSY 110	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSY 203	Foundations of Psychology	3	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 203T	Foundations of Psychology	3	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 205	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 205T	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 215	Careers in Psychology	3	This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.

PSY 225	Positive Psychology	3	How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be 'free'? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.
PSY 245	Survey of Research and Statistics	3	This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.
PSY 250	Psychology of Personality	3	Introduction to the study of personality. An examination of classic theoretical explanations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSY 275	Introduction to Abnormal Psychology	3	This course introduces the study of major psychological disorders as defined in the DSM 5, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

PSY 280	Human Growth & Development	3	This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.
PSY 300	General Psychology	3	General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.
PSY 301	Emotional Intelligence	1	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
PSY 305	Professional Orientation in Psychology	3	This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.

PSY 310	History and Systems in Psychology	3	The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.
PSY 315	Statistical Reasoning in Psychology	3	This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.
PSY 320	Human Motivation	3	This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.
PSY 335	Research Methods	3	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.

PSY 340	Biological Foundations in Psychology	3	This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.
PSY 345	Sensation and Perception	3	This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.
PSY 355	Motivational Processes in Human Psychology	3	This course examines theories and research results pertaining to the structures (self-, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self- and person perception.
PSY 360	Cognitive Psychology	3	This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.

PSY 375	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 390	Learning and Cognition	3	This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.
PSY 400	Social Psychology	3	This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
PSY 405	Theories of Personality	3	This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.

PSY 410	Abnormal Psychology	3	This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.
PSY 420	Theories of Behavior	3	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.
PSY 435	Industrial/Organizational Psychology	3	This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
PSY 450	Diversity and Cultural Factors in Psychology	3	A study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

PSY 460	Environmental Psychology	3	In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.
PSY 475	Psychological Tests and Measurements	3	This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480	Elements of Clinical Psychology	3	This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.
PSY 490	Capstone Course in Psychology	3	This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

PSYCH 599	Foundations of Graduate Study in Psychology	3	This course prepares students for academic and professional success in graduate-level psychology. Students will explore historical and foundational concepts of psychology while enhancing their oral and written communication skills. Topics also include critical thinking, stress and time management, and collaborative processes.
PSYCH 600	Developmental Psychology	3	This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.
PSYCH 610	Research Methods in Psychology	3	This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.
PSYCH 614	Social Psychology	3	This course examines how situations and the environment influence our thoughts, feelings, and behaviors. Students will learn about the social psychological concepts such as attitudes, conformity, social conditioning, cognition, and influence.

PSYCH 620	Multicultural and Social Issues in Psychology	3	This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625	Statistics for the Behavior Sciences	3	This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.
PSYCH 629	Introduction to Industrial/Organizational Psychology	3	In this course, students will be introduced to the domains of the Industrial Organizational (I- O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I- O field of study. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to the present day, the various ways that I-O psychologists contribute to organizations, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.
PSYCH 630	Physiological Psychology	3	This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 634	Biological Basis of Behavior	3	This course emphasizes the biological and biochemical correlates of behavior. The course focuses on the structure and function of the human nervous and endocrine systems as they relate to human behavior, emotion, and cognition.
PSYCH 635	Psychology of Learning	3	This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 640	Cognitive Psychology	3	This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.
PSYCH 642	Personnel Psychology	3	Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 644	Psychology of Learning and Cognition	3	This course covers the elements of learning and cognitive psychology. The course includes research related to the theories of learning, problem solving and reasoning, attention, memory, knowledge representation, and language. Strategies and methods for applying principles of learning and cognition to various life and career settings are also addressed.
PSYCH 645	Personality Theories	3	This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.
PSYCH 647	Human Performance, Assessment, and Feedback	3	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	Psychopathology	3	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 655	Psychometrics	3	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.
PSYCH 658	Work Motivation and Job Attitudes	3	This course will allow students to evaluate various theories of motivation and develop a familiarity with, and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 660	Ethics and Professional Issues	3	This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.
PSYCH 664	Research Methods and Statistics in Psychology	3	This course presents the fundamentals of research methods and statistics applicable to the field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically evaluate, analyze, and interpret data from empirical psychological studies.

PSYCH 665	Integrative Capstone: Psychology Past and Present	3	This course will trace the historical progression of ideas and concepts in psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.
PSYCH 670	Master's Thesis	3	Only those students who have developed a detailed and manageable analytic research proposal in PSYCH/665 may enroll in this course. During the course, the student will finalize a quantitative analytic research proposal from PSYCH/665. Students will complete an APA style manuscript by the end of the course.
PSYCH 694	Specialty Areas in Applied Psychology	3	This course will introduce students to different areas of applied psychology, such as clinical, counseling, industrial/organizational, forensic, and educational psychology. Students will apply psychological research and principles from their program to a selected specialty area and explore human behaviors related to health, personal relationships, education, and the workplace. This application will guide students in their exploration of career opportunities within the broad field of psychology.
PSYCH 706	Human Performance, Assessment, and Feedback	3	In this course learners are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.

PSYCH 708	Work Motivation and Job Attitudes	3	This course will allow learners to evaluate various theories of motivation and develop a familiarity with and understanding of pertinent research in the field. Learners will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 710	Master's Project	1	The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.
PSYCH 720R	Dissertation Process	3	Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.
PSYCH 740	Judgment and Decision Making	3	Students will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.

PSYCH 750	Consulting and Business Skills	3	This course focuses on developing business presentations, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.
PSYCH 760R	Consulting Processes in I/O	3	The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.
PSYCH 799	Comprehensive Exam	1	The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leaderships, and research. Students will demonstrate a requisite understand of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level.
QNT 275	Statistics for Decision Making	3	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory to support decision making for business, and understand how inferential analytical methods are used for different types of business decisions.

QNT 275T	Statistics for Decision Making	3	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory for inferential decision making for business, and perform trend analyses.
QNT 375	Business Data Analytics	3	This course provides an overview of applied business research, statistical tools, and data analytics used to support strategic decision making. Students will examine methods used to frame business problems, conduct research, collect and evaluate data for validity and reliability, determine patterns and trends in performance, and effectively present conclusions.
QNT 375T	Business Data Analytics	3	This course provides an overview of applied business research, statistical tools, and data analytics used to support strategic decision making. Students will examine methods used to frame business problems, conduct research, collect and evaluate data for validity and reliability, determine patterns and trends in performance, and effectively present conclusions.
QRB 501	Quantitative Reasoning for Business	3	This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools, graphs, tables, and charts. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.

RDG 201CA	Reading and Writing Concepts	3	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	Children's Literature	3	This course examines the use of Children's literature in the elementary school classroom. Various genres are studied, as well as the application of Children's literature to instruction and to assessment in reading. Methods for integrating the use of Children's literature in all content areas are examined.
RDG 351	Early Childhood Literacy Development	3	In this course, students learn about creating an environment in the early childhood setting that promotes literacy skill development. Students examine theories and strategies for language development; strategies and assessments to support literacy learning; and strategies to support vocabulary learning, reading comprehension, and family involvement in literacy instruction. Students gain the necessary knowledge and skills to create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.
RDG 412	Scientifically Based Literacy Instruction	3	This course focuses on scientifically-based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of The Colorado Reading to Ensure Academic Development Act (2012) and state reading and language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing Children's performance in reading and language arts are also emphasized.

RDG 415	Diagnosis and Remediation of Reading Difficulties	3	This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction.
RDG 416	Methods of Teaching in Early Childhood Language and Literacy	3	In this course, students learn about children's language and literacy development from birth to age 8. Students examine theories of language development and second language acquisition; the needs of English learners; and strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards, development of hands-on learning experiences, and developmentally effective assessments as a means of informing instruction are also emphasized.
RDG 418	Phonological Theory and Reading Instruction	3	This course focuses on scientifically-based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from nonscientific claims. In addition, they study the applications of scientific research to classroom instruction.
RDG 420	Elementary Methods - Reading/Language Arts	3	This course focuses on the most current research, theory, methods, and state standards related to reading instruction including research-based systematic phonics, including language and literacy development. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. This course provides teacher candidates with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional, assessment, and differentiation techniques are also discussed.

RDG 420CA	Elementary Methods: Reading and Language Arts	3	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 537	Curriculum Const and Assmt: Reading and Language Arts	4	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 537CA	Curriculum Const and Assmt: Reading and Language Arts	4	This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 542	Curr Const and Assmt: Reading Methods for Secondary Settings	3	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.

RDG 542CA	Curr Const and Assmt: Reading Methods for Secondary Settings	3	This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 556	Elements of Literacy Content and Pedagogical Knowledge	3	This course focuses on the five key themes of English language arts and literacy (meaning making, language development, effective expression, content knowledge, and foundational skills) and English language development instruction in multiple subject classrooms. Candidates apply interdisciplinary teaching strategies to develop learning and critical thinking skills in their learners. Emphasis is placed on using both universal design as a learning framework to guide instructional planning, design, delivery, and assessments, and Multi-Tiered System of Supports to meet the needs of diverse learners. This course incorporates clinical experience based on work with a student in a K-8 school setting.
RDG 558	Secondary Content Area Literacy	3	This course focuses on implementing principles, and instructional strategies for comprehensive instruction of content-based literacy strategies in single-subject classrooms. Emphasis is placed on development of literacy skills through academic language in a specific content areas; designing and differentiating instructional strategies; showcasing literacy through speech, writing, listening, and reading; incorporating new literacies and assessment. Candidates use this knowledge to prepare a comprehensive content area lesson plan. This course incorporates required field experience based on work in a single-subject content-area classroom.
RDG 570	Curriculum Const and Assmt: Reading and Lang Arts for SPE	4	This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop an integrated unit of instruction. Instruction and assessment techniques, including intervention practices, research-based phonics instruction, and strategies for teaching learners with dyslexia, are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.

RDNG 500	Reading Methods: Primary	3	This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.
RDNG 501	Reading Methods: Elementary	3	This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing, and technology-based instruction.
RDNG 502	Reading Methods: Secondary	3	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDNG 504	Phonological Theory and Application	3	This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.

RDNG 505	Children's Literature	3	This course examines children's literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.
RDNG 506	Elementary Reading and Writing Strategies	3	This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDNG 507	Content Area Reading and Writing for Elementary	3	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.
RDNG 508	Adolescent Literature	3	This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.

RDNG 510	Content Area Reading and Writing for Adolescents	3	In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.
RDNG 511	Reading Assessment	3	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.
RDNG 515	Diagnosis, Remediation, and Differentiated Instruction	3	This course focuses on the assessment and correction of reading and writing difficulties in the K-12 classroom setting. Participants identify factors that affect reading performance, explore formal and informal literacy assessments, and examine strategies for the diagnosis and remediation of struggling readers and diverse learners with literacy difficulties, including students with dyslexia. An additional focus is on differentiated instruction with an emphasis on phonics, fluency, vocabulary, and comprehension. Interest inventories, English language learner screening, visual and auditory discrimination tools, language expression and processing screening, and spelling and writing assessment tools are also addressed.
REL 133	World Religious Traditions I	3	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Daoist, Confucian, and Shinto traditions.

REL 134	World Religious Traditions II	3	This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.
RES 351	Business Research	3	This course evaluates the process of conducting research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
RES 709	Research Conceptualization and Design	3	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	Statistical Research Methods and Design I	3	Doctoral practitioners are resolute in their commitment to identifying, informing, and affecting both individual and organizational change and innovation. Generating actionable interventions requires an extensive investigation of situational factors and a foundational understanding of research methodology. In this course, students explore the foundations of statistics used in quantitative research by actively engaging in processes focused on evaluation, appraisal, and application.

RES 720	Statistical Research Methods and Design II	3	In this course, students expand their understanding of research methodology by exploring advanced statistical procedures. Students leverage investigative processes to demonstrate their understanding of, and ability to apply, interpret, and draw conclusions from complex approaches to quantitative research.
RES 724	Qualitative Methods and Design	3	This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this preexisting foundational understanding, the purpose of the class is to enhance students' understanding and craft through reading, application, and reflection on the practice of qualitative inquiry.
RES 726	Correlational Methods of Analysis	3	This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs, other approaches may be covered.
RES 727	Approaches to Phenomenological Inquiry and Data Analysis	3	This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728	Qualitative Case Study	3	This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RES 729	Ethnomethodology and the Study of Culture	3	In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on "thick description" as a critical mode of representation.
RES 745	Grounded Theory Methods	3	This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.
RES 746	Mixed Methods	3	The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

RES 750	Approaches to Research: Quantitative/Qualitative I	3	In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two topics identified by the student during PSYCH/720R.
RES 751	Approaches to Research: Quantitative/Qualitative II	3	In this course, students will critically evaluate the two research topics developed into draft concept papers during RES/750 to determine which topic is most viable for their dissertation study. After selecting a topic, students will more deeply examine quantitative and qualitative research designs, including key methodological approaches. They will continue to develop key components of their dissertation concept paper and focus on a brief review of the literature, a summary of the theoretical or conceptual framework, and a justification of their research methods and design choices.
RES 752	Research Constructs and Design	3	In this course, students will synthesize the cumulative knowledge gained in RES/750 and RES/751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the College of Doctoral Studies Dissertation Criteria and Rating Scale.
RES ARA1	Advanced Research Analysis Elective	3	Place Holder

RES ARA2	Advanced Research Analysis Elective	3	Place holder
RES ARA3	Advanced Research Analysis Elective	3	Place holder
RHET 300	Rhetorical Theories	3	This course examines major rhetorical theories and theorists from a range of cultures and periods.
RHET 470	Studies of American Rhetoric	3	This course examines American rhetoric from a variety of genres and a range of historical periods.

RHET 475	Rhetoric and Social Media	3	This course explores the use of rhetoric in contemporary social media.
RHM 410	The Landscape of Health Care in Retail Health Clinics	3	This course introduces students to the business operations of the retail health environment. Focus will include overall concepts of health systems, managed care plans, and government providers that impact retail health clinics, as well as formulating strategies for the future development of retail clinics.
RHM 420	The Management of Retail Health Clinics	3	This course introduces students to the management of retail health clinics. Content will focus on customer engagement, clinical practices, and the day-to-day management of the retail health clinic environment.
RHM 430	Technology and Digital Health Care in Retail Health Clinics	3	This course introduces students to technology and digital health within retail health clinics. Concepts covered include patient record management, the exchange of data, proper coding, and data management for the health and wellness of consumers using retail health clinics.

RHM 440	Regulatory and Compliance in the Retail Health Environment	3	This course covers regulatory and compliance concepts as it relates to retail health management. Students will focus on resource allocation related to compliance and regulations concerning privacy and security laws, and communication protocols with consumers, staff, and external partners to the retail health clinics.
RHM 450	Retail Health Financial Strategies	3	This course introduces students to approaches that relate to the financing and reimbursement of retail health clinics. Course content will focus on financial strategies for retail health clinics, the various payers within the health care industry for timely reimbursement, and appropriate billing and coding considerations that impact the management of retail health clinics.
SCH-CN 501	School Counseling: Delivery of Services	3	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student's academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.
SCHC 505	Human Development and Family Change Across the Lifespan	3	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate school based situations, consider prevention strategies and assess potential interventions in the school context.

SCHC 544	Clinical Assessment and Student Evaluation	3	This course introduces students to models and tools of assessment. Students learn and practice assessment strategies, use of the Diagnostic and Statistical Manual of Mental Disorders (DSM), and behavioral analysis in relationship to student-age populations. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice. Emphasis will be placed on models and techniques for physical and sexual abuse and neglect, substance abuse, suicide and participating as a member of a multidisciplinary team for special education planning. Administration, scoring, and interpretation of standardized tests are described, and principles necessary for the development, interpretation, and selection of assessment instruments are presented. Multicultural and ethical issues regarding assessment are also examined.
SCHC 554	Group Counseling: Children and Adolescents	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co-leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.
SCHC 562	Student Vocational Development and Career Counseling	3	This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.
SCHC 571	School Counseling Administration	3	This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.

SCHC 592	Practicum in School Counseling	3	The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.
SCHC 592O	Orientation to School Counseling Practicum	0	This course is an orientation to the practicum and internship.
SCHC 597A	School Counseling Internship A	3	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SCHC 597B	School Counseling Internship B	3	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.

SCI 163	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 163T	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 201	Survey of Alternative Medicine	1	This course examines the traditions and recent developments within the field of alternative medicine and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.
SCI 209	Oceanography	3	This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

SCI 220	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 220T	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 250	Microbiology	4	This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity, and host-parasite relationships. Also, examples of how microorganisms are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences. Online labs in this course require students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
SCI 256	People, Science and the Environment	3	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.

SCI 362	Environmental Issues and Ethics	3	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.
SEC 100	Introduction to Security Management	3	This course is an introductory overview of the Security Management field and provides a broad-based view of the history, practices, methodologies, and management theories of the profession. It reviews industry standards for security, threat assessment and risk analysis guidelines, investigative techniques, personnel management, security equipment and security best practices. Additionally, this course examines security technology, loss prevention and workforce safety programs, planning for continuity of business operations, and corporate/client communication skills.
SEC 120	Corporate Security Essentials	3	This course will identify security essentials that are prevalent in the corporate security function such as trade secrets, proprietary information, information security, and vulnerability assessments. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective essentials.
SEC 130	Private Security Issues and Conflicts	3	This course identifies issues and conflicts associated with the private security industry by examining security management, recruitment, selection, training, investigation of crimes, terrorism and natural disasters.

SEC 140	Incident Communication Plans and Systems	3	This course provides the student with an understanding of the various elements needed for responding to critical incident events. These incidents include natural disasters, workplace violence, and other significant planned and unplanned occurrences. An emphasis is given to proper planning, communication, and system development for these critical incidents.
SEC 150	Insider Threats Fundamentals	3	This course provides the student with an understanding of assessing potential risks which may originate from members or employees within an organization by identifying specific risk indicators. An emphasis is given to the process of risk analysis along with the ability to design, manage, and implement a response to potential threats. Additionally, students will learn how to use the Return on Investment (ROI) approach to evaluate company performance.
SEC 200	Emergency Management and Response	3	This course will identify emergency practices for critical incident responses such as natural disasters, man-made disasters, bomb threats, strikes, and terrorism. It will also examine specific concepts in relation to emergency response including: mutual aid associations, disaster recovery, public relations and warning, and alert systems.
SEC 210	Physical Asset Protection	3	This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost-benefit analysis.

SEC 220	Critical Thinking in Security Management	3	This course will explore various types of critical thinking strategies for security management practitioners; identifying the differences between management and leadership in the organization. Students will also examine the applied strategic planning model, management theories, and analytic techniques.
SEC 230	Homeland Security and Public Safety	3	This course evaluates public safety initiatives in a post 9/11 era with emphasis on homeland security strategies carried out by federal, state, local, private, and joint assets. Students will examine threats, investigative techniques, and applicable laws and regulations used to mitigate risk.
SEC 240	Loss Prevention and Supply Chain Security	3	This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally, this course provides an overview of situational crime prevention, the crime risk management process, and the stages necessary to designing an effective supply chain security program.
SEC 311	Security Management Fundamentals	3	This course is an overview of the principles of security management and the consequences of failure to identify and adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.

SEC 319	Computers and Information Processing in Security	3	This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem-solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.
SEC 321	Survey of Security Specializations	3	This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
SEC 331	Industrial Safety	3	This course provides students with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA, and National Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire, and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to, and investigation of, work-related accidents.
SEC 341	Criminology and the Criminal Justice System	3	This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparages.

SEC 351	Legal and Regulatory Issues in Security Management	3	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.
SEC 361	Interpersonal Communications	3	This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation, as well as techniques for interviewing and understanding verbal and nonverbal communication.
SEC 371	Finance and Budgeting Practices	3	This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.
SEC 391	Organizational Behavior and Management	3	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.

SEC 401	Threat and Vulnerability Management	3	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.
SEC 411	Physical Security	3	This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property, and data housed in physical facilities.
SEC 421	Personnel Security and Executive Protection	3	This course provides the student with an understanding of the procedures, techniques, and technology associated with the protection of executives, employees, customers, and the general public from intentional harm, accidents, and naturally occurring emergencies.
SEC 431	Principles of Investigation	3	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.

SEC 441	Security of Networks and Enterprise Systems	3	This course reinforces student's knowledge and comprehension of the security issues associated with computer network systems. The course also explores security measures intended to protect the software, hardware, and data associated with computer systems and include practices that security professional employ to harden their organization's information systems against attack.
SEC 451	Global Security Issues	3	This course introduces the student to the evolutionary changes to the global security environment. The course will help the student understand the dynamic nature of global factors influencing security strategies and how domestic security policy integrates these global strategies.
SEC 461	Terrorism	3	This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.
SEC 471	Critical Incident Management	3	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning, and recovery, as well as inter-agency coordination and response.

SEC 481	Security Capstone	3	This is the capstone course for the Security Management undergraduate program. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner with regard to the areas of risk and threat assessment, physical, personal, and information system(s) security, emergency and critical incident response, and administration and management. Students will evaluate and demonstrate their professional growth with the development of an effective security plan.
SEC 489	Implementation of Security System Measures	3	This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.
SEC 490	Physical Security Operations Capstone	3	In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.
SEC 491	Enterprise Security Administration Capstone	3	This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.

SEC 508	Models, Theories and Strategies for Secondary Education	3	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
SEC 532	Secondary - Creating an Effective Learning Environment	3	This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.
SEC 533	Instruction and Assessment for Diverse Learners	3	This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine best practices for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, the backward design process, culturally responsive teaching practices, and strategies for collaborating with colleagues and communicating with families.
SEC 534	Reading in the Content Area	3	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.

SEC 535	English/Language Arts Content and Curricular Knowledge	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle and high school settings. Teacher candidates identify the educational needs of students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. This course also helps participants develop skills in selecting and adapting delivery methods for diverse individual students and student populations.
SEC 536	Social Studies Content and Curricular Knowledge	3	This course explores the application of instructional methods and strategies for teaching history and social sciences in diverse middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom or inclusion in a professional portfolio.
SEC 537	Secondary Content and Curricular Knowledge	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students' varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.
SEC 538	Mathematics Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of diverse learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.

SEC 539	Physical Education Content and Curricular Knowledge	3	This course explores the secondary physical education classroom teaching and assessment strategies, and national and state standards. Candidates examine topics including developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, developing and practicing social skills, and the value of fair play in games and sports. Candidates develop skills in selecting, designing, and adapting instruction for diverse student populations. The course also emphasizes classroom and sport/field management skills and safety as they relate to physical education instruction.
SEC 540	Science Content and Curricular Knowledge	3	This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for diverse student populations.
SEC 541	Visual Arts Content and Curricular Knowledge	3	This course explores the theory, application, and strategies of teaching the visual arts for single-subject teacher candidates. Candidates identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course also emphasizes classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
SEC 545	Secondary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

SEC 583	Secondary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 586	Secondary Clinical Practice A	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 587	Secondary Clinical Practice B	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 590	Secondary Student Teaching Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

SEC 595	Secondary Student Teaching Part B	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.
SEC 596	Secondary Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 598	Secondary Student Teaching: Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 599	Secondary Student Teaching: Part B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

SEI 300	Structured English Immersion	3	This course will introduce students to the concept of and methods for instructing English learners in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of SEI and the English Language Proficiency (ELP) Standards. The Arizona Language Development Approach (LDA) and SEI models are introduced, including language development and acquisition learning theories. Additionally, students analyze the identification and assessment process for English learner (EL) eligibility, as well as culturally relevant instructional practices for English learners and family engagement. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 301	Advanced Structured English Immersion Methods	3	This course addresses Structured English Immersion (SEI) instruction and assessment of elementary (K-5) English learners. Students explore appropriate intervention practices and differentiation strategies to support English learners. A comprehensive overview of the alignment of English Language Proficiency (ELP) Standards to the English Language Arts (ELA) Standards (Reading, Writing, Listening and Speaking, and Language) is also a focus, including their application to lesson planning. This course is the second of two courses required to earn a Structured English Immersion (SEI) endorsement, combined with SEI/300. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 500	Structured English Immersion	3	This course will introduce students to the concept of and methods for instructing English learners in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of SEI and the English Language Proficiency (ELP) Standards. The Arizona Language Development Approach (LDA) and SEI models are introduced, including language development and acquisition learning theories. Additionally, students analyze the identification and assessment process for English learner (EL) eligibility, as well as culturally relevant instructional practices for English learners and family engagement. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 503	Advanced Structured English Immersion Methods	3	This course addresses Structured English Immersion (SEI) instruction and assessment of elementary (K-5) English learners. Students explore appropriate intervention practices and differentiation strategies to support English learners. A comprehensive overview of the alignment of English Language Proficiency (ELP) Standards to the English Language Arts (ELA) Standards (Reading, Writing, Listening and Speaking, and Language) is also a focus, including their application to lesson planning. This course is designed to meet the standards set by the Arizona Department of Education.

SEI 504	Structured English Immersion-Elementary	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, the identification and assessment process for English learner eligibility, and culturally relevant instruction. The Arizona Language Development Approach and SEI models are introduced, including language development and acquisition learning theories. Students examine the English Language Proficiency (ELP) Standards and their application in lesson planning. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in elementary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 506	Structured English Immersion - Secondary	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, the identification and assessment process for English learner eligibility, and culturally relevant instruction. The Arizona Language Development Approach and SEI models are introduced, including language development and acquisition learning theories. Students examine the English Language Proficiency (ELP) Standards and their application in lesson planning. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 507	Structured English Immersion - Secondary	3	This course introduces students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of structured English immersion (SEI) foundations, the English Language Proficiency (ELP) Standards, SEI identification, and the application of assessment data to instruction. Students are also introduced to instructional elements and language development of English learners in secondary grades, including language acquisition theories, elements of language, and language domains. Culturally relevant instruction for English learners and family and community engagement are also explored. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 508	Advanced Structured English Immersion - Secondary	3	This course addresses Structured English Immersion (SEI) instruction and assessment of secondary English learners. Students examine the Universal Design for Learning (UDL) framework as an approach to English language instruction for diverse learners. The alignment of English Language Proficiency (ELP) Standards to the Arizona English Language Arts Standards (Reading, Writing, Listening and Speaking, and Language) and their application to lesson planning is also explored. This course is designed to meet the standards set by the Arizona Department of Education.

SMH 591	Creating a Sustainable Health Care Organization	3	This course explores the opportunities and challenges for health administrators as they seek to create organizational environments focused on sustainability. Topics include understanding sustainability in health sector contexts, assessing institutional practices, facilitating culture change, and innovation in the context of health care sustainability.
SMH 593	The Economics of Health Care Sustainability	3	This course examines the economic issues related to the management of resources in the creation and day-to-day operations of sustainability-focused organizations. Topics include cost-benefit analysis of sustainable products, supply chains, and corporate partnerships, as well as sustainability metrics across the health sector.
SMH 596	Issues in Environmental Sustainability	3	This course will explore the impact of sustainability across the health sector. Topics include the evolving strategies that are transforming health technology, regulation, and societal and community interactions. Topics include the use of emerging evidence based knowledge to support environmental sustainability.
SOC 100	Introduction to Sociology	3	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.

SOC 110	Teamwork, Collaboration, and Conflict Resolution	3	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 262	Contemporary American Society	3	Americans have faced challenges since the formation of the country, but what we see as 'problematic' in our society has changed over time. This course examines contemporary American society and the social problems that challenge its individuals and institutions. Using sociological perspectives, students identify and examine causes, effects, and potential solutions to social problems that touch our families, our communities, and our work.
SOC 315	Cultural Diversity	3	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
SOC 335	The Peoples and Cultures of Asia	3	This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.

SOC 337	Contemporary Latin American Society	3	This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338	The African American Experience	3	This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture, and the inequalities African Americans face in popular American culture. Race, class, and gender of the African American people will be explored from a historical to modern-day perspective.
SPAN 110	Conversational Spanish I	3	SPAN/110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar with an emphasis on the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 114	Conversational Spanish II	3	SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.

SPAN 520	Spanish for Educators, Basic	3	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 521	Spanish for Educators, Intermediate	3	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.
SPE 300	Orientation to the Exceptional Child	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
SPE 300CA	Orientation to the Exceptional Child	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.

SPE 512	Special Education Assessment and Interpretation	3	This course focuses on the task of assessing the exceptional learner and diagnosing his or her strengths and needs. The course will examine the common tests and evaluation systems used in public school special education and their relationship to writing and monitoring an IEP. Emphasis is placed on the continuous use of assessment, specific diagnostic procedures, and the evaluation of data as part of the instructional process.
SPE 513	Orientation to the Exceptional Child	3	This course provides an overview of special education and the characteristics of exceptional learners. Candidates are introduced to special education laws and their implications for identification and eligibility, service delivery options, and the Individualized Education Program (IEP). In addition, the use of technology, collaborative practices, and transition planning requirements are examined. Candidates will also reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
SPE 514	Survey of Special Populations	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 514CA	Survey of Special Populations	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

SPE 544	Characteristics of Emotional & Behavioral Disorders	3	This course examines the characteristics and instruction of learners with emotional and behavioral disorders (EBD). Emphasis is placed on assessment and legal requirements, learner characteristics, and research-based teaching strategies. Included is an examination of functional behavior analysis, positive behavior intervention supports, and the use of proactive and preventive classroom management systems.
SPE 556	Characteristics of Physical & Health Disabilities	3	This course examines the characteristics and instruction of learners with physical and health disabilities including individuals with sensory, orthopedic, and other health impairment (OHI). Attention is given to federal and state regulations as they pertain to assessment, eligibility, and the provision of special education services within the schools. Service delivery options, curriculum and program models, and appropriate supports and accommodations will be also be examined.
SPE 558	Transition Planning for Adolescents with Disabilities	3	This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.
SPE 559	Characteristics of Learning Disabilities	3	This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.

SPE 574	Characteristics of Intellectual/Developmental Disabilities	3	This course examines the characteristics and instruction of learners with intellectual and developmental disabilities, including traumatic brain injury (TBI). Emphasis is placed on learner characteristics, instructional strategies, assessment measures, and technology integration. Supports, accommodations, and curricular modifications will be analyzed among various service delivery options.
SPE 575	Inclusion Strategies of the Special Educator	3	This course examines the roles of special educators when including students with disabilities in general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 576	Characteristics of Autism Spectrum Disorders	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with autism spectrum disorders (ASDs). It is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
SPE 577	Special Education Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

SPE 578	Models, Theories and Instructional Strategies for SPE	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
SPE 584	Learning Disabilities and Language and Development Disorders	3	This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on instructional strategies, assessment, and language intervention strategies. Technology supports for exceptional learners, ethical practices, and professional learning collaboration strategies are also explored.
SPE 594	Special Education Student Teaching: Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SPE 595	Special Education Student Teaching: Part B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

SPE 596	Special Education Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SPED 530	Introduction to Learners with Special Needs	3	This course provides an overview for working with exceptional learners ages 3 to 21 years in educational settings. Participants examine varied areas of disabilities and common characteristics supporting effective implementation of specially designed instruction within individualized education programs (IEPs) for students with special needs. Historical perspectives, special education law, and current policies are also examined. Participants learn best practices and supports for student academic and personal success across grade levels, including IEP development and family-school partnerships.
SPED 531	Special Education Teaching Methods	3	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as: instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.
SPED 532	Special Education Assessment	3	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.

SPED 533	Mainstreaming and Inclusion	3	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.
SPED 534	Speech and Language Disorders	3	This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.
SPED 535	Overview of Severe Disabilities	3	This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.
SPED 536	Transition Planning for Adolescents with Disabilities	3	This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families, and the community.

SPED 537	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 538	Special Education in Early Childhood	3	This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.
SPED 557	Collaboration with Families of Students with Disabilities	3	This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
SPED 560	Teaching Learners with Disabilities	1	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.

SPED 591	Characteristics of Exceptionalities	3	This course examines the education of students with mild disabilities. Special emphasis is placed on mild disabilities including intellectual and developmental disabilities, emotional disturbance, and specific learning disability. The etiologies, learning characteristics, and key legislation related to these mild disabilities will be discussed. Students will also explore educational planning considerations, methods of instruction and assessment, service delivery models, and effective behavior management techniques.
STEAM 506	Steam Education: Curriculum and Instruction	3	This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.
STR 581	Strategic Planning & Implementation	3	This capstone course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create a sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation and evaluation, and risk management.
STRCB 581	Strategic Planning and Implementation	3	<p>This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.</p> <p>Competency 31: The student will evaluate sustainable competitive advantages for an organization through a SWOT analysis.</p> <p>Competency 32: The student will develop business strategies to create sustainable competitive advantage for an organization.</p> <p>Competency 33: The student will justify an organization's strategic plan to gain stakeholder support.</p>

SUS 300	Environmental Sustainability	3	Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.
SWRK 200	Introduction to Social Work	3	This course introduces students to the foundations of social work and social justice. Students examine the history, philosophical foundation, and theoretical perspectives of the profession of social work and come to understand the nature and causes of major social welfare issues.
SWRK 210	Social Problems and Programs	3	This course provides an in-depth perspective of social problems and programs. Students develop an understanding of social welfare and the effects of sociopolitical policies on marginalized populations. Students examine the link between special populations in terms of neglect and abuse, as well as the relationship between the social welfare system and the legal system in relation to the enforcement of victims of abuse laws.
SWRK 220	Professional and Ethical Behaviors for Social Work Practice	3	Social workers are held to an advanced level of professionalism through a code of ethics and practice standards. Students learn how to adhere to these ethical and legal aspects in their work, maintain proper self-care, and be supportive of their discipline's role and responsibilities, which relies on respecting client self-determination, human rights, multiculturalism, and ethnic diversity.

SWRK 301	Communication Techniques	3	This course provides students with advanced-level knowledge of interviewing, intervention, assessment, and documentation skills needed to perform social work practice. Students develop skills in verbal and written communication and examine the importance of effective documentation from a social and legal perspective.
SWRK 310	Human Behavior and the Social Environment I	3	This course prepares students for the challenge of intimate working relationships. Students gain an understanding of human growth and development across the lifespan, applying developmental psychological theory and ecological perspectives to the family and individual lifecycles within a multi generational cultural context. Students also learn about the lifespan development approach, with a multidisciplinary perspective of human development. Trauma, loss, grief, violence, homelessness, changes in lifestyle, and gender issues are specifically examined. The philosophical, cultural, medical, psychological, and spiritual aspects of life are explored, as well as the differences in working with children, adolescents, and adults and the assessment of complicated grief reactions.
SWRK 320	Social Welfare Policy and the Law	3	This course focuses on the relationship between political and economic forces and social work policy, as well as how existing laws affect social work practice and social justice initiatives within social work.
SWRK 330	Social Work Practice: Individuals and Families	3	This course prepares students for social work practice with children, adults, and families. Students integrate the knowledge gained in previous program coursework into the practice of effectively working with families and examine the effect of cultural norms on the family system.

SWRK 340	Social Work Practice: Groups	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at the group level, as well as how to assess group needs and identify resources for a group. Students gain professional skills for initiating change in groups; understanding issues of social stratification; and managing group conflict, resistance to change, and methods for overcoming resistance.
SWRK 345	Social Advocacy: Child Endangerment and Global Factors	3	Social work encapsulates individuals working to support a profession concerned with domestic and global social issues that children face. This 5-week course prepares students for the difficult task of assessing, reporting, and treating child abuse.
SWRK 350	Social Justice and Diversity in Social Work	3	Students learn to advocate for human rights and social justice, exploring diverse strategies for working with groups that may be oppressed due to race, ethnicity, culture, age, gender, sexual orientation, ability, economic status, or other factors. Students learn to recognize how a society's structures and values may oppress, alienate, or marginalize diverse segments of the population.
SWRK 360	Social Work Practice: Communities and Organizations	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at community and organizational levels, as well as how to assess community needs and identify community resources. Students gain professional skills for initiating change in organizations and communities, understanding issues of social stratification, conflict, resistance to change, and methods for overcoming resistance.

SWRK 380	Applying Social Work Practice Skills	3	Students build on their professional values, ethics, principles, practice methods, and strengths-based skills learned in the Social Work Practice courses. Students gain an understanding of the application of advanced social work skills.
SWRK 390	Social Welfare Policy Application	3	Social welfare policies and legislation are explored in terms of historic rationale, implementation, and effectiveness. Students gain an understanding of concepts and frameworks for analyzing social welfare policies and programs, including their effects on oppressed and at-risk populations. Students recognize the role of social workers as agents of change and learn to advocate for social welfare policies that improve the lives of individuals, families, and groups.
SWRK 400	Research and Evaluation in Social Work Practice	3	The fundamental concepts of research design, data integration, project implementation, and evaluation are taught in this course. Students are expected to communicate their findings by demonstrating the learned components of a sound scientific method of inquiry and annotating peer-reviewed literature for the purpose of service evaluation, professional contribution, and introductory program development.
SWRK 405	Field Education I	3	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.

SWRK 420	Field Education II	3	A continuation of SWRK/405, this course provides 15 additional weeks of supervised generalist practice within the community.
SWRK 421	Human Behavior and the Social Environment II	3	This course prepares students for the challenge of macro-level working relationships. Students gain an understanding of the functioning of people within organizations and communities and the groups that compose them. Applying a social psychological perspective to group dynamics, utilizing an ecological and interactionist framework for studying human behavior in a macro setting. Students also learn to infuse the empowerment perspective within an ecosystem framework. The student will explore matters pertaining to globalization with attention to the social environment and environmental justice, as applied to the interrelationship between nature and society. The relationship between spiritual concepts, the natural realm, and the inclusion of restorative justice and human rights are also discussed.
SWRK 425	Field Education Block	6	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework in a supervised generalist practice placement within the community. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.
SWRK 430	Social Work, Welfare, and Policy: Connections	3	Social work practice integrates social welfare theories with policy analysis in the context of a wide range of settings. Implicit in the social work approach is the commitment to economic and social justice. Students learn how to leverage their integrated approaches to affect the high level of interdisciplinary practice they must perform.

SWRK 460	Integration of Social Work	3	This course provides a comprehensive review and synthesis of all social work content areas within the generalist framework, including ethics, critical thinking, diversity, human rights, social and economic justice, research, policy, and practice.
SWRK 470	Social Work Capstone and Portfolio	3	This course is the culmination of students' undergraduate work, a full integration of knowledge, skills, language, and practice exemplary of a social worker prepared to enter the workforce as a general practitioner. The capstone is an individual project that demonstrates the student's readiness for matriculation, which signifies that the student can manage the demands of client work, continuing education, all the ethical and legal standards involved, self-care, advocacy, and basic research and evaluation.
TCH 501	Teaching Methods: Elementary Art	3	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
TCH 502	Teaching Methods: Elementary Language Arts	3	This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

TCH 503	Teaching Methods: Elementary Mathematics	3	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.
TCH 504	Teaching Methods: Elementary Science	3	This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.
TCH 505	Teaching Methods: Elementary Social Studies	3	This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
TCH 510	Secondary Teaching Methods	3	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.

TCH 511	Teaching Methods: Secondary Art	3	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management, and using technology in the art classroom are also explored.
TCH 513	Teaching Methods: Secondary Mathematics	3	This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.
TCH 514	Teaching Methods: Secondary Science	3	This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
TCH 515	Teaching Methods: Secondary History/Social Studies	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

TCH 533	Teaching Methods: Mathematics Assessment	3	This course promotes the understanding of theories guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop, and evaluate assessment tools aligned to Common Core State Standards in the K-8 mathematics classroom. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive, and supportive feedback serves as a meaningful instructional tool for students.
TCH 543	Teaching Methods: Remedial Mathematics	3	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.
TECH 510	Using Apps in the Classroom	1	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.
TECH 511	Using Google Tools in the Classroom	1	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.

TECH 519	Using Social Media in the Classroom	2	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.
TECH 520	Multimedia for Educators	2	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.
TECH 522	Technology Integration for Educators	3	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student-centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.
TECH 524	Technology Survival for Educators	3	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.

TECH 525	Becoming a Connected Educator	3	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.
TESOL 570	Foundations of Instruction	3	This course is designed to introduce participants to the history, law, and theory of education for English language learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education. Participants also develop programs, instruction, and materials for English language learners. Issues associated with the interdependent relationship between teaching and assessments are also addressed.
TESOL 571	Instructional Techniques and Methods	3	This course prepares K-12 educators to use effective instructional techniques, methodology, and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education, and parental involvement as related to English language learners are also explored.
TESOL 572	Assessment	3	This course provides K-12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing, and program interventions. Communication principles and the role of parents as related to assessment are also explored.

TESOL 573	Applied Linguistics	3	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology, and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 574	Cross-Cultural Communication	3	This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity, and technology as related to cross-cultural communication are also addressed.
TESOL 575	Teaching Reading and Writing	3	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.
TEST 105	Test Course Only 105	3.76	Test Course Only 105

TEST 888	Test Title	3	This course is a study in Java™ programming. It covers topics around Java™ building blocks, operators, core APIs, methods and exceptions. These topics are closely aligned with Oracle® Certified Associate Java™ SE examination.
TPA 100	TPA Planning and Instruction	1	This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on Task 1 of the edTPA final project, which addresses requirements and expectations for edTPA, academic language, and planning instruction.
TPA 200	TPA Instruction and Assessment	1	This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on understanding the edTPA process and Tasks 2, 3, and 4 of the edTPA final project, which addresses teaching planned lessons, assessment, and evaluation.
VCT 231	Video Communication Fundamentals	3	This course introduces the tools and techniques used in video postproduction. This includes examining postproduction workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.

VCT 236	Introduction to Image Editing and Formatting	3	This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.
VCT 241	Electronic Publishing Fundamentals	3	This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.
VCT 251	Graphic Design and Illustration Fundamentals	3	This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.
VCT 305	Digital Design	3	This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various media; including print, video, web, and mobile platforms.

VCT 330	Image Editing with Photoshop	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop® CC™ certification exam. Topics include: Photoshop® fundamentals; using Adobe® Bridge; using Camera Raw; editing images; using selections, layers, filters, vector tools, and adjustments; and outputting for web and print.
VCT 360	Electronic Publishing with InDesign	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CC certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.
VCT 390	Video Communications with Premiere Pro	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.
WEB 240	Web Design Fundamentals	3	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language (HTML), scripting, and presentation technologies to create websites. Topics may include HTML5, Cascading Style Sheets (CSS), JavaScript, website hosting, site publication, site maintenance, and search engine optimization (SEO).

WEB 401	Web Development	3	This course covers topics such as designing dynamic web pages and an introduction to Java™ and Java applets. Emphasis is placed upon the appropriate use of web programming tools.
WEB 407	Advanced Web Development	3	This course focuses on existing and emerging web development technologies. Topics include specialized web markup languages, server-side backend databases, server-side programming, web services, enterprise web development, and web applications.
WEB 436	Mobile Commerce	3	This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics, and emerging technologies.
WEB 437	Web Commercialization	3	Successful commercialization of any technology requires not only a good technical understanding, but also a basic foundation that covers bringing the product to market by first developing a solid business plan. Topics of this course include strategy and e-commerce planning, e-commerce tools and techniques, marketing strategies, analytics and security.

WRIT 310	Creative Writing: Personal Essays and Creative Non-Fiction	3	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 320	Advanced Composition for the English Major	3	This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.
WRIT 350	Writing for Social Media	3	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.

2021-2022
UNIVERSITY OF PHOENIX
SAN DIEGO REGION
ACADEMIC CATALOG
Volume 55

July 1, 2021 through June 30, 2022 catalog

With Updates Added:

December 1, 2021

(see addenda pages for a summary of updates added by month)

“As we move to meet the educational needs of working adults in a mobile society, our conception of the university must extend beyond place and embrace process. An adult university cannot be campus bound, rather its borders must be defined by the lives of its students.”

Dr. John G. Sperling

Founder

Although this location is no longer accepting new student enrollments to attend at this campus location, you can enroll in any of our online programs! New students can choose from 100+ programs to take online and fit higher education into their busy lives. See which UOPX program can help you meet your career goals.

Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification. Unless specifically stated otherwise in a particular Catalog policy, in the event of any inconsistency or conflict between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence. The University of Phoenix is not responsible for information or claims made by individuals not affiliated with the University that is contrary to University of Phoenix published material.

California Campuses

The University has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Housing Information: The University of Phoenix does not offer any form of student housing at its locations. The University has no dormitory facilities under its control; specific housing cost information for the below four metropolitan areas covered by the San Diego Main Campus is available via the U.S. Housing and Urban Development (HUD) department's Fair Market Rents (FMR) program. As per the site, the following two metropolitan areas show the estimated range for housing expenses for a one bedroom to a four bedroom home as follows:

Metropolitan Area Name	Range: One Bedroom - Four Bedroom
El Centro, CA	\$815 - 1,793
San Diego - Carlsbad, CA	\$1,542 - 3,365

University of Phoenix does not have any formal program or responsibility to find or assist students in finding housing.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, <http://www.bppe.ca.gov/>, telephone (916) 431-6959, (888) 370-7589. Catalogs are provided upon request and are also available in printable electronic format on [phoenix.edu](http://www.phoenix.edu)

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported Clery Act crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes information on the sex offender registry, institutional policies and programs concerning alcohol and other drugs, crime prevention measures, the reporting of crimes, sexual assault, domestic violence, dating violence, stalking and other related matters. The annual security report is available at https://www.phoenix.edu/about_us/campus-safety.html. If you'd like a paper copy of the report, please contact a Campus Safety Coordinator to request one.

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON DECEMBER 1, 2021

GENERAL POLICY UPDATES

- The California Housing Information has been updated. (see COVER AND PREFACE)
- The Consumer Information section was updated. (see CONSUMER INFORMATION)
- The Facilities section was updated. (see FACILITIES)

PROGRAM POLICY UPDATES

- The Program Purpose was updated for the BSIOP. (see UNDERGRADUATE PROGRAMS - COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES)
- The Domains and Courses section was updated for the MHA-CB. (see GRADUATE PROGRAMS - COLLEGE OF HEALTH PROFESSIONS)

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UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

In 1976, the leading edge of the Baby Boom generation was just turning 30. That same year saw the introduction of the first personal computer, the Apple I -- an event that signaled the birth of a new economic system in which intellectual capital would eventually supplant industrial might as the dominant economic force. These milestones marked the beginning of a sea of change in higher education, though many (perhaps even most) within that system did not recognize it at the time.

Considered together, these phenomena suggested that the jobs that would make up the workforce of the future were only just beginning to be created or imagined. In order to fill those jobs, the bulk of the new workforce would require higher-level knowledge and skills than those needed in a manufacturing economy. At the same time, the largest-ever age cohort of the population, adult learners, would be going through the stages of life during which they would be most affected by the coming economic dislocation and would need advanced education to adapt to these changes.

It was in this historical context in 1976 that Dr. John Sperling, a Cambridge-educated economist and professor-turned-entrepreneur, founded University of Phoenix. Sperling anticipated the confluence of technological, economic, and demographic forces that would in a very short time herald the return of ever larger numbers of adult learners to formal higher education.

In the early 1970s, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to adult learners who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of the 18-22 year-old undergraduate student. That is not all that surprising, given that the large majority of those enrolled were residential students of traditional college age, just out of high school. According to Sperling adult learners were invisible on the traditional campus and were treated as second-class citizens.

Other than holding classes at night (and many universities did not even do this), no efforts were made to accommodate their needs. No university offices or bookstores were open at night. Students had to leave work during the day to enroll, register for classes, buy books or consult with their instructors and advisors. Classes were held two or three nights per week and parking was at the periphery of a large campus. The consequence, according to Dr. Sperling was that most adult learners were unable to finish a four-year program in less than eight years, or a two-year program in less than four years (Tucker, 1996, p. 5).

Sperling's research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of

Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students. In fact, the majority (74 percent) of all college enrollees have at least one "non-traditional" characteristic, like having one or more dependents or is employed full-time. This focus informs the University's teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners.

Over the past 44 years, the University of Phoenix has been cause-driven, working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling's predictions concerning the innovations higher education would be required to make have come to pass.

Today, roughly 80 percent of part-time undergraduate students and 43 percent of full-time undergraduate students are employed, and approximately one quarter of all students have dependent children. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

Official School Colors

University of Phoenix Official School Colors are University of Phoenix Red and University of Phoenix Platinum.

These are custom colors and proprietary to the University.

Ownership Information

University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Education Group, Inc. ("the Parent"). The Parent's stock is wholly-owned by AP VIII Queso Holdings, L.P., which is owned by Apollo Global Management, LLC and The Vistria Group, LLC. The University's central administration is located in Phoenix, Arizona.

Our Mission Statement

University of Phoenix provides access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations, and provide leadership and service to their communities.

Our Purpose

- To facilitate cognitive and affective student learning-knowledge, skills, and values- and to promote use of that knowledge in the student's workplace.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.

- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling, and student services.
- To be organized as a private institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.
- To generate the financial resources necessary to support the University's mission.

Accreditation and Affiliations

Institutional Accreditation

University of Phoenix is accredited by The Higher Learning Commission (<http://hlcommission.org>).

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1411
Phone: 800.621.7440 | 312.263.0456 | Fax: 312.263.7462
<http://hlcommission.org>

Program Accreditation

College of Business and Information Technology and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the College of Business and Information Technology:

- Associate of Arts with a concentration in Accounting Fundamentals*
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy*
- Doctor of Business Administration
- Doctor of Management

**These programs are not available for new enrollment.*

For additional information, visit acbsp.org.

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

College of Nursing Programs

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

College of Education and Education Programs

The educator preparation programs offered at the Hawaii and Utah Campuses are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs* (Hawaii-specific) are accredited:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs* (Utah-specific) are accredited:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

**These programs are not available for new enrollment.*

For additional information, visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agency in Arizona and California. Individual programs vary by state, and not all programs are available at all locations or in both online and local campus modalities.

College of Social and Behavioral Sciences and Counseling Programs

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah Campuses are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
(703) 535-5990

The Master of Science in Counseling/School Counseling at Utah Campus program is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

For additional information, please visit caepnet.org.

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036

Bachelor of Science in Social Work (BSSW) achieved candidacy for accreditation by the Council on Social Work Education's (CSWE) Commission on Accreditation in 2017. Candidacy for a baccalaureate social work program by the CSWE's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain candidacy in or after the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains initial accreditation (CSWE, 2019, FAQ). Candidacy is a multi-year process, and attaining candidacy does not guarantee that a program will eventually attain initial accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Affiliations

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the American Association for Higher Education, the Council for Adult and Experiential Learning, the College and University Personnel Association, Post-Secondary Electronic Standards Council, the Pacific Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, and the National Association of Veterans Program Administrators. Additionally, the University maintains memberships in various professional, program specific organizations.

Academic Programs, Facilities and Instructional Personnel Information

Academic program offerings and instructional facilities vary according to geographic area and delivery mode at the local campus or online modality. Not all programs are available at all locations.

Academic Programs

University of Phoenix offers undergraduate and graduate programs in business and management, information systems and technology, security, criminal justice, nursing and health services

administration, social sciences, humanities and sciences, and education. Detailed information regarding academic programs offered at specific instructional facilities is located at <http://www.phoenix.edu/programs/degree-programs.html> and the appropriate Academic Catalog at <http://www.phoenix.edu/programs/degree-programs/academic-catalog.html>. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state and/or program-specific information.

Academic Program Improvement

University of Phoenix pursues a strategy of continuous improvement in relation to its academic programs. This strategy is implemented through assessment processes designed to measure student learning at various levels within the University. Multiple direct and indirect outcomes-based assessment and evaluation measures are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Resulting data is used to evaluate and improve academic programs and enhance the overall academic experience.

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the students, faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability.

The process for outcomes-based assessment of student learning uses the Plan, Do, Check, Act model of continuous improvement.

By utilizing this model to guide assessment processes, the colleges design programs with clear measurable outcomes aligned to specific job skills based on employment data and scaffolds learning so students have sufficient opportunities to demonstrate the outcomes; systematically gather evidence of student learning through data analytics and qualitative feedback; analyze and interpret assessment learning results using insights from faculty; and use assessment findings to improve student learning.

Academic Programs

Undergraduate and graduate programs at University of Phoenix are offered in arts and sciences, business and management, communications, criminal justice and security, education, health administration, human services, nursing, psychology, and technology. Undergraduate students are required to complete general education requirements that are distributed across traditional liberal arts categories and interdisciplinary components. General Education requirements are described in greater detail in the Undergraduate Programs section of the catalog. Not all programs are offered at all campuses. Specific programs offered are listed later in this catalog.

University Library

The University of Phoenix Approach to Library Services

The University of Phoenix Library uses current information technology to provide relevant and timely information in support of the learning process. The library users are "knowledge workers" and busy working adults who need to develop the ability to access and utilize digital information. The online distribution of scholarly resources provides functional access to the kinds of information

our library users will be expected to use throughout their academic programs and careers.

The core of our library is an array of electronic resources available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our numerous resource subscriptions, the library facilitates user education, offers document retrieval and interlibrary loan services, and provides research guidance.

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members. University Library users enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

What is in the University Library?

Access to eBooks, reference materials, scholarly journals, and periodicals all selected for their relevance to each University of Phoenix degree program are contained within the University Library.

Financial reports on public companies and a variety of directories and other reference publications are also available. In addition, the University Library has a collection of multimedia available, including videos, images, and audio files, on a variety of topics. Many of the resources found in the University Library are academic materials are made available through license agreements with content providers; this content is not generally available to the general public through open websites.

Getting Started with the University Library

To get started using the University Library, students and faculty members should follow these steps:

- Visit the student and faculty website <http://my.phoenix.edu>
 - This is the same website used to obtain course modules, grades, and other University of Phoenix resources and services. A link to the Library is on the main page.

Electronic Reserve Readings

In addition to the University Library resources for research by topic, University Library staff members also maintain Library Reserve Readings for individual courses. These pages provide direct links to content relevant to the course curriculum. Access to Library Reserve Readings, when available, are listed on the course page within the student portal.

Additional Resources for Help

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available within the Library's collection. Specific timelines and rules apply to this service.
- The Research Databases (<https://library.phoenix.edu/az.php?>) section provides detailed information on the library's collection.
- Resource recommendations by subject can be found by utilizing our Subject Guides on the library homepage.
- The How Do I Guides available in the Library contain in-depth guidance on common research questions and operating procedures.

How to Contact the University Library

Student Technical Support 1-877-832-4867

Email library@phoenix.edu

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the our Research Database link on the library's main page.

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

The mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals. As a result, the University's teaching and learning model is grounded in the theoretical and empirical literature of learning and cognitive psychology. The University employs best practice from recent education literature, as well as best service practices that enhance the academic experience for students who are new to higher education. This combination increases student retention and successful degree completion.

Active Learning

The model is based first on the assumption that the learner's active involvement in the learning process is essential to good practice. Thus, in all modalities University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the development of academic and professional competence. By involving students in a variety of learning activities, respect is demonstrated for diverse ways of learning and knowing. Interaction and participation in classes and Learning Teams is expected of those students in the bachelor and master degree programs. Students pursuing an associate degree online (excluding AACR & AAPF) are involved in collaborative learning activities, and a small number of courses may require participation in formal Learning Teams.

Collaboration

The effectiveness of cooperation and collaboration in enhancing learning is well and widely documented. Structures that encourage and facilitate collaboration are central to the University's teaching and learning model. Working students frequently come to formal learning activities with greater life and work experience. This means that learners themselves can be invaluable resources in enhancing their own and others' learning. Traditional pedagogy emphasizes a top-down, vertical transfer of information. Students with rich and varied experience find benefit in instructional practices that encourage collaboration. This adds a robust horizontal dimension to the learning exchange as students teach and learn from one another. Good practice in education capitalizes on this dimension to the students' advantage.

Emphasis on Application and Relevance

There is wide agreement in the literature that students learn best when bridges are built between new knowledge and the learners' experience. Practices that encourage reflection and application are based on the recognition that a learner's experience provides a context through which he or she is more able to construct meaning from new information. It also makes learning relevant to the learners. In University of Phoenix courses, students' experiences and current circumstances are interwoven with subject matter in class discussions as well as in individual, team and other collaborative assignments. Real-world relevance is critical to basic comprehension as well as to maintaining student interest. Students very often say they are able to apply at work the next day what they learned in class the night before.

University Learning Goals

The University's faculty leadership, in collaboration with consultants from the National Center for Higher Education Management Systems, has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:

- Professional Competence and Values
- Critical Thinking and Problem Solving
- Communication
- Information Utilization
- Collaboration

The intent of the University's learning goals is to help all University graduates attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degrees or credentials they are earning, while developing competence in essential intellectual and social processes that will enable graduates to practice their professions successfully.

Curriculum

The University's curriculum is faculty-developed and centrally managed by a team of college staff and instructional designers with objectives and outcomes that are carefully defined. Individual instructors have the responsibility to expand and enhance the basic curriculum by augmenting it with current resources and practices. The curriculum is under continual content and quality review.

Awarding Credit Hours

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. One Carnegie hour is defined as 50 minutes of faculty directed or student directed activities. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks.

The curriculum at University of Phoenix (UOPX) is faculty-developed and centrally managed. Instructional strategies include the use of synchronous and asynchronous activities inside and outside the online and/or physical classroom and are designed to be outcome focused and engaging. To ensure the appropriate level of curriculum coverage and rigor, students are required to participate in weekly classroom-based learning activities including direct faculty instruction and collaborative activities, and/or additional hours of faculty-directed student engagement using a variety of instructional strategies and online learning activities, which are designed to support the course topics and objectives.

The table below summarizes the minimum required number of hours of faculty-directed (instruction) and student directed (homework) learning activity engagement for each credit award value at all credential levels. Additionally, the table includes the minimum course duration (in weeks) for each credit value necessary for faculty to effectively cover course content, and for students to reasonably assimilate the information, based upon federal guidelines and commonly accepted practices in higher education. All courses which award college credit shall conform to these minimum required hours.

University of Phoenix College Credit Bearing Course Recommendations

Credits	**Minimum required faculty-directed classroom-based hours	**Minimum faculty recommended hours for student-directed homework (includes reading, research, study time, and assignment development)	**Minimum hours	Minimum required duration of course in total weeks
1	15	30	45	2 (*22.5/week)
2	30	60	90	4 (*22.5/week)
3	45	90	135	5 (*27/week) 6 (*22.5/week)
4	60	120	180	7 (*26/week)
5	75	150	225	9 (*25/week)

*Average hours per week, assumes student is generally taking one class at a time

Doctoral residencies, laboratory work, internships, practica, studio work, student teaching, clinical hour, and other course formats as established by the University may deviate from the minimum required duration of a course in total weeks. However, alternatives of these course types leading to the award of credit hours must still reflect at least an equivalent amount of work (i.e., time on task) as outlined in policy.

Program length is determined by faculty in accordance with common practice among institutions of higher education. The following list reflects the minimum number of credits generally required at each credential level.

Degree Level & Minimum Total Semester Credits:

- Associate Degree: 60 credits
- Bachelor's Degree: 120 credits
- Master's Degree: minimum 30 credits beyond the Bachelor's Degree
- Ph.D. or Applied Doctorate: minimum 30 credits beyond the Master's Degree

Access and Convenience of Time and Place

The University's goal is to make access to programs and services available to all those who wish to avail themselves of them and to work to completion of a degree program.

University of Phoenix campus-based programs are offered at times and in places that are convenient to adult learners. Classes are held primarily in the evening and on weekends when learners are most likely to need access. Wherever possible, campuses and learning centers are located at strategic locations near major freeways and thoroughfares that permit convenient access.

Access in the 21st Century means many different things. To the student in rural America or the working parent with children at home, access may be possible only through an Internet connection. Those students usually work toward their degrees through courses offered online or via FlexNet®, a combination of classroom and online learning.

Program Format

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. Classes delivered via the online modality meet asynchronously throughout each course week. Campus-based classes meet once per week for four (4) hours. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University's low student/faculty ratio and class size that average 17-23 students at the Online campus and 7-11 students at local ground campuses facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time. This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

Class Size

Minimum and maximum class size may vary by college, course, and location. Some colleges may determine a specific minimum and maximum class size given the curriculum and learning model.

Learning Teams

In addition to regular course instructional sessions, bachelor's and master's level students may work in Collaborative Activities, including Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. Collaboration is an essential design element in the University's teaching and learning model -- an ability expected of employees in information-age organizations and one of the University's primary learning goals. Due to the unique teaching and learning model and objectives, students enrolled in an associate degree program at online (excluding AACR & AAPF) usually do not participate in Learning Teams, but are encouraged to collaborate and participate in classroom assignments.

All students enrolled in degree programs and/or designated certificate programs using the collaborative learning team model must meet learning team attendance policies. Teams may meet in person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums. Students must indicate their participation in the learning team meetings and/or assignment deliverables. Students are expected to actively participate in the team's activities. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of the student portal. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishment of team goals.

Technology Enhanced Courses

Some University courses are 'technology enhanced' courses. These courses (designated with a 'T' at the end of the course ID) differ from courses in the standard University of Phoenix format in that they employ the use of adaptive learning diagnostics at the beginning of each week of class to identify existing knowledge and knowledge gaps regarding the week's course content. Students then spend the week engaging in specific learning activities designed to fill in those knowledge gaps in a courseware platform outside of the online classroom. These frequently include auto-graded activities that provide students with instant feedback. The class size in a technology enhanced course is larger than for standard University of Phoenix courses. In order to effectively manage the discussion in these larger groups, students are placed into learning teams. Learning teams in a technology enhanced course differ from learning teams in a standard University of Phoenix course in that they serve as discussion communities only and do not require students submit learning team assignments for points.

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals and leaders in other professional arenas. A listing of faculty may be obtained at each local campus and/or in the appendix pages at the end of this catalog. Faculty Lists are also published for each college and school on www.phoenix.edu.

Employee Screening

Subject to the requirements of federal, state, and local law, all external candidates who receive an offer of employment with the University must have a background check completed with the University.

Student Technology Recommendations and Competencies

In an effort to assist students with adequate preparation for their coursework at University of Phoenix, technology recommendations and competencies have been established.

Students will need to access and use the hardware and software as described below. Additional recommendations and competencies may be required for particular courses or programs. Students using software and hardware other than that recommended must still meet the technology competencies. Please note that, due to the rapid rate of change in information technology, hardware and software competencies will be updated on a regular basis. Some courses in the College of Business and Information Technology may require additional software.

Technology Recommendations

Hardware and Peripherals

You must have reliable access to a personal computer or utilize technology at one of our campuses or student resource centers that meets the following specifications.

- An Intel i3 or AMD Ryzen 3 processor or better recommended.
- 8 GB RAM or greater recommended
- A high speed internet connection with a recommended connection speed of 25 Mbps or better.
 - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials.
 - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
- Keyboard and Mouse is recommended
- Speakers/Headphones and Microphone
 - A noise-cancelling headset is recommended.
 - Public access computers may not permit usage of speakers, headphones or microphones.
- A web camera capable of video web conferencing
 - Public access computers may not permit usage of web cameras.

A DVD/CD-ROM drive may be needed to install software in select courses

Software and Applications

You will need a computer with Microsoft® Windows or Apple® Mac OS and familiarity with the following items:

Operating System

	Recommended
Microsoft® Windows	Windows 10 or higher
Apple® Mac OS X	Latest Version

Microsoft® Windows may be required for some software to work in various courses

Web Browser

Windows	Recommended
Google® Chrome	Latest Version
Mozilla® Firefox	Latest Version
Microsoft® Edge	Latest Version
MAC OS	Recommended
Apple® Safari	Latest Version
Google® Chrome	Latest Version
Mozilla® Firefox	Latest Version

The University of Phoenix only supports the browsers listed above.

Please note that newer browser versions incorporate security fixes and newer technologies, which may often lead to a better user experience. Current browser versions are highly recommended when the option is available.

Additional Software

- Microsoft Office is required; Microsoft Office 365 is provided free of charge to all active students.
- An up to date installation of Adobe® Reader
- A current anti-virus and / or security suite application is recommended but not required.

Some courses may require the following software provided by the University through the Classroom. This software requires Microsoft Windows

- Microsoft® Visio
- Microsoft® Project

Mobile Devices

Students are required to have reliable access to a PC or Mac but may use a mobile device such as a phone or tablet as a secondary means of access.

Access to website functionality and required course materials may be limited on mobile devices.

Computer Accessibility

All students need access to a computer for success in their coursework. The operating systems on most computers already have some features that include these accessibility technologies:

- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition

Accessibility for Operating Systems

Microsoft, Apple, and Google provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft, Apple, or Google website for information beyond the documents provided here. Students may contact the Disability Services Office for questions about accommodations or visit the University's page on accessibility.

College Specific Requirements

College of Business and Information Technology

The College of Business and Information Technology may require access to additional software. Software currently provided by the University on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements in your course. Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

College of Education

The College of Education may require access to additional software and hardware for the purpose of meeting individual state mandates. You may be required to submit video clips during your program to meet assignment requirements, during the student teaching or practicum experience (if applicable) to meet assessment requirements, and near the end of your program to meet licensure requirements. You may be required to purchase or obtain access to relevant software and hardware. Please look for updated software/hardware requirements in your courses.

A minimum Internet upload speed of 2Mbps is recommended to help facilitate the video uploads.

College of Doctoral Studies

The College of Doctoral Studies requires that students bring a laptop computer that meets the above technology requirements to any/all physical residencies or classes.

MyPhoenix: Student Portal

MyPhoenix is a secure multifunctional electronic gateway to numerous student and academic services which includes access to the University Library, class schedules, course materials, the electronic class environment, assignment feedback and grade reports, as well as transcripts. MyPhoenix is accessible 24/7 and requires no special software, and can be accessed from a computer or mobile device with an internet connection. MyPhoenix also acts as a hub to additional student resource sites including the Center for Writing Excellence, Center for Mathematics Excellence, Life Resources Center, and Phoenix Link.

Center for Writing Excellence: An online resource that includes tools to help students with organizing thoughts, formatting and citing papers, checking grammar, learning new language skills, and reinforcing forgotten concepts.

Center for Mathematics Excellence: An online resource that includes live math tutoring and virtual tools for building math confidence.

Library Support: Current students may use the University's Ask a Librarian service to email a staff librarian; responses are sent within six hours, including weekends. Online tutorials help students navigate individual library resources and the overall library site.

Life Resource Center: The Life Resource Center provides access to confidential and complementary services and resources related to life coaching and counseling, including webinars, podcasts, articles, and assessments. Certain services are available a limited number of times, but can be extended for a nominal fee.

PhoenixLink: A suite of career tools where students will find support for their career goals. Students can access career planning and readiness tools. Active degree- and certificate-seeking students can schedule a consultation with a certified career advisor. For details, visit phoenix.edu/career-services.html.

Changes made at the institution are provided to students through catalog updates and other communications available through MyPhoenix including a message center as well as email communications sent to the student's institutional email address.

When students go through the application process to the university, they are provided with information needed to connect to MyPhoenix. Students may also be able to access the electronic class environment where courses are provisioned, assignments are turned in, and exams and class resources are accessed. Each student's MyPhoenix login credentials are unique; and students may not share their login credentials with anyone or they could be subject to Student Code of Conduct violations.

University of Phoenix students attend class on-campus, online, or in a hybrid modality known as FlexNet®. Regardless of modality, all students use the same materials for a specific course, have access to all student resources available on MyPhoenix and the electronic classroom environment. Students turn in assignments by accessing assignment links in the electronic class environment, which can be accessed through MyPhoenix. Discussions and participation during online class weeks are asynchronous, so there is no need to be online at a specific time during each online class week. Class discussions are private, limited to members of the class. University of Phoenix authorizes Deans and administrative staff and faculty in the Colleges, Directors of Academic Affairs, Campus Academic Directors and certain university administrators to review submissions to the electronic class environment and to assign links to assist in the resolution of grade disputes, griev-

ances, and charges of academic dishonesty, as well as to confirm and/or investigate other academic-related issues as necessary.

Classroom Recording Policy

Students may only make audio and/or video recordings of University of Phoenix class presentations, activities, and discussions if they meet one or more of the following criteria:

- The recording is for personal academic use as part of the student's current course and occurs with the prior written consent of the faculty member teaching the class.
- If the recording is for use outside the current course, the student obtains the prior written consent of the faculty member and the FERPA consent of every student who is personally identifiable in the recording.
- If there is a documented University of Phoenix Disabilities Service Office or Title IX authorized accommodation requiring recording of specific parts of a class session.

Faculty may make audio or video recordings of class presentations, activities, and/or discussions if they meet one or more of the following criteria:

- The recording is for sharing with students and school officials who are enrolled or participating in the current course in which such audio or video recording is made.
- If the recording is for use outside of the current course, the faculty member obtains the FERPA consent of every student who is personally identifiable in the recording.
- If there is a documented University of Phoenix Disabilities Service Office or Title IX authorized accommodation requiring recording of specific parts of a class session.

Unless a class recording is made with the appropriate authorization(s) as set forth herein it shall not be copied or shared with others, posted on a website to which others have access, or used or disseminated in any other manner.

Institutional Assessment Policy

A. Assessment is a shared responsibility among University of Phoenix (UOPX) academic leaders, faculty, and administrators. UOPX has created a University Assessment Committee (UAC), granted authority by the Provost. Its purpose is to support a systematic, sustainable assessment process that affords the University an opportunity to continuously improve teaching practice, student learning, and student services; strengthen the University's reputation; and enhance accountability and transparency among its students, faculty and community. UAC includes representation from the colleges (including faculty and administrators), academic affairs, student service and co-curricular areas, Center for Teaching and Learning, Accreditation and Regulatory Compliance, and academic operations.

Assessment of student learning at UOPX is divided between the colleges, Center for Teaching and Learning, and Assessment and Institutional Research. Assessment and Institutional Research ensures a consistent, systematic assessment process that all colleges follow. Faculty within the colleges have a significant role in the assessment of student learning outcomes and the continuous improvement of student learning.

- Assessment and Institutional Research responsibilities include:
 - Ensuring appropriate infrastructure to support assessment
 - Establishing sustainable assessment processes and requirements

- Ensuring faculty have opportunities to engage in the assessment process
- Providing resources, support, and training for assessment activities
- College responsibilities include:
 - Using assessment results to improve program quality.
 - Providing leadership over assessment activities for their programs at local campuses and online
 - Ensuring compliance with regulatory, accreditor, and University assessment requirements
- Center for Teaching and Learning responsibilities include:
 - Developing assessments of student learning for use by faculty in the classroom
 - Following University assessment requirements
- Faculty responsibilities include:
 - Assessing individual student learning within the classroom
 - Assisting in programmatic assessment of student learning, when called upon
 - Serving as content experts and actively participating in assessment planning and processes (faculty subject matter experts and faculty assessment liaisons)

Each student service and co-curricular area is responsible for implementing assessment and is also supported by the Assessment and Institutional Research team within the Office of Institutional Effectiveness. The Assessment and Institutional Research team ensures a consistent, systematic assessment process at the University level that all student service and co-curricular areas follow. Staff have a significant role in assessment and continuous improvement of student services. (R1, R3)

- Assessment and Institutional Research responsibilities include:
 - Ensuring appropriate infrastructure to support assessment
 - Establishing assessment processes
 - Providing resources, support, and training for assessment activities
- Student service and co-curricular area responsibilities include:
 - Participating in University assessment efforts by:
 - Collaborating with Assessment and Institutional Research to develop specific assessment plans
 - Ensuring compliance with regulatory, accreditor, and University assessment requirements

Competency-Based Education Programs and Courses

Competency-Based Education (CBE) Programs: University of Phoenix CBE program offerings are credit-hour programs designed to provide prepared students with an opportunity to pursue a degree at a more accelerated pace and with more flexibility than a traditional program offering. CBE program offerings allow students to demonstrate the appropriate level of mastery of relevant core competencies as a means of earning credit toward a degree. The University's CBE program offerings include the designation "Competency-Based" in the official program name, and CBE courses include the designation "CB" in the course ID prefix.

CBE Courses: Students enrolled in a CBE program are enrolled in up to five courses concurrently. Each CBE course is 16 weeks in length. Each CBE course is made up of a cluster of competencies. Students must demonstrate an acceptable level of proficiency in each competency by completing a competency assessment. Students are allowed three attempts at a competency assessment, and must achieve a grade of ME (Met) or MA (Mastered) for each competency in a course in order to receive an overall passing grade of ME or MA for the course.

CBE Faculty: CBE programs follow the University's established Faculty Model. The Faculty Model provides the University with an experienced team of faculty who are involved in faculty governance and teaching activities. The University's teaching and learning model, Faculty Code of Conduct, curriculum management strategy, overarching educational philosophy, and faculty and student resources to support the teaching model are all integral components of the Faculty Model. Within the competency-based programs, faculty motivate and guide students from orientation to graduation. Faculty will provide guidance and support in academic areas for their assigned students throughout the duration of students' programs.

Faculty are subject matter experts in the content area of the program. Faculty members are content experts in specific competency areas, and they use that expertise to guide students through learning activities to support their academic development. Associate faculty facilitate student learning through synchronous and asynchronous learning activities. They assist students by providing academic resources and support for achieving each learning objective and competency to be mastered, and by providing feedback to students on their learning. Faculty are trained in the use of assessment rubrics to ensure reliability in the assessment of students' competencies.

CBE Academic Policies: Academic policies specific to CBE programs and courses (e.g., attendance, grades, academic standing) are found within the corresponding policies for traditional programs and courses.

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UNIVERSITY POLICIES

Academically Related Activities

Academically Related Activities (ARAs) are used to determine academic engagement, and a student's official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. The following activities that occur on or after the course start date and on or before the course end date will be considered ARAs by the University:

- Discussion posts via Blackboard in a course
- Assignment submissions posted via Blackboard in a course
- Quiz/Exam submissions via Blackboard in a course
- Participation in an interactive tutorial, webinar, or other interactive computer-assisted instruction that is graded and required in a course.
- Participation in a learning team session with one or more other classmates conducted via Blackboard Collaborate, that lasts at least two minutes, excluding faculty-led instruction sessions.
- Learning team discussion posts in the Assignment Submissions section via Blackboard in a course
- Student interactions with faculty regarding academic matters via Blackboard Messages and/or Collaborate sessions
- Physical Attendance verified by a signed attendance roster in local campus courses only

ARAs will not generate in Audited (AU) courses regardless of activity type.

Institutionally Scheduled Break

For all students, the University's winter institutionally scheduled break for the 2021/2022 award year is December 21, 2021 - January 3, 2022.

For students attending a local campus, one or more additional University institutionally scheduled break(s) may apply for University observed holidays for the 2021/2022 award year. For University observed holidays, a one week institutionally scheduled break will be placed on a student's academic record in the event that he/she is enrolled in a course that has been extended at a local campus due to a University observed holiday; the actual dates of the institutionally schedule break will vary based upon the observed holiday. Currently the University observes the following additional holidays: Memorial Day, Fourth of July, Labor Day, Columbus Day, Thanksgiving Day and day following, Martin Luther King Jr. Day, and President's Day.

Course Attendance Policy

Attendance is mandatory in all University courses. Students satisfy course attendance requirements through the activities listed below:

- **Competency-Based Education (CBE):** Students in a CBE course are required to post at least one Academically Related Activity in each course they are concurrently enrolled in, by the end of the second week in order to meet attendance requirements. CBE students who do not post in a course by the end of the second week will be dropped from that course.

- **Academic Engagement Requirement:** In addition to posting positive attendance for each course they are concurrently enrolled in, students in a CBE program must remain academically engaged. Academic engagement in a CBE program is achieved by having at least one Academically Related Activity recorded (see Academically Related Activity policy) in at least one of the courses the student is concurrently enrolled in within their CBE program every 14 days, in alignment with the University's criteria for Active Full Time Enrollment Status. CBE students who have posted positive attendance but who go 14 days without any academically related activities in any one of their concurrently enrolled courses (without an institutionally scheduled break) will be removed from and receive W grades for all courses in which they are concurrently enrolled.
- **Local Campus and In Person Residency:** Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster.
 - Most local campus courses meet four hours per week.
 - Most in person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- **Directed Study:** Students must post one Academically Related Activity during the scheduled class during the online week.
- **FlexNet:** Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during the online class weeks if they post one Academically Related Activity on at least one day during the online week.
- **Preceptorship Clinical Courses:** Students enrolled in preceptorship courses are not required to meet classroom workshop attendance in person as they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member as documented on the attendance roster to record preceptorship progression. Students are responsible for notifying the faculty member prior to the start of the course workshop week if they are no longer engaging in required supervised clinical activity, and plan to withdraw from the course, to ensure attendance is recorded accurately.
- **Counseling Residency Courses:**
 - **Online week:** Students must post at least one Academically Related Activity at least one day during the online week.
 - **Three day residency:** Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in person residency will receive a failing grade for the course.

Unexcused Absence Policy

Unexcused absences will result in an automatic "W" grade if students miss more than the maximum allowed absences. Students who miss equal to or less than the maximum allowed absences by the end of their course will receive a letter grade and will not be eligible to receive a "W". Refer to the chart below:

Number of workshops	Allowed Absences	Absences resulting in Withdrawal (W) grade
1-4	0	1
5-9	1	2
9 (Online associate)	2	3
10-59 (excluding CBE courses)	2	3
60+	9	10

Students in CBE courses will be given an automatic W grade if they have posted at least one academically related activity in the course, but have not exhausted all attempts at any competency assessments when they have been withdrawn from the course.

Students may submit a request for an excused absence prior to or after the missed week of attendance (for courses with a weekly attendance requirement), for one of the following reasons with supporting documentation

- Military deployment
 - Documentation can consist of military orders.
- Required military training
 - Documentation can consist of military training orders.
- Extreme serious illness or hospitalization of student or family member
 - Documentation can include a note from the doctor or release from the hospital. The documentation does not need to contain specifics of the medical condition and/or injury, etc.
- Title IX - Pregnancy and Childbirth
 - A student must be excused for medically necessary absences due to pregnancy, pregnancy-related conditions, or childbirth for as long as the doctor deems the absence(s) medically necessary.
 - Documentation can include a note from the doctor, release from the hospital, and any other documentation that would typically be required for other medically necessary absences.
- Death of a family member
 - Documentation can consist of a copy of the deceased's obituary.
- Jury Duty
 - Documentation can consist of a copy of the jury summons.
- Other extenuating circumstances
 - Students may request an excused absence based on extenuating circumstances, as approved by the University.
- Natural disaster, inclement weather, or emergency situations that require campus(es) to cancel classes.

Leave of Absence

- Students who need to take a formal break from their program must submit a signed, written request for a Leave of Absence (LOA) that includes the date and the reason for the request. All students actively enrolled in certificate and degree programs at the University are eligible to request a LOA.
- Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period, including approved LOA days that occur during a period of time when the student is subsequently withdrawn.
- A LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status, and the request is not due to unforeseen circumstances that occurred prior to the UW status.
- If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA will be denied.
- The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.
- Student must return to the same program of study in which they took the LOA.
- Student must return on the date designated as the Return Date on their LOA Request Form, or the student will be withdrawn from the University.

University Withdrawal

The University Withdrawal policy addresses a student's separation from the University and is applicable to all students enrolled in degree or certificate programs. Students may be officially, unofficially, or administratively withdrawn. When a student is withdrawn, the University records both a withdrawal effective date and a date of determination (the date when the University determined that the criteria for withdrawal was met).

- **Official Withdrawal:** Students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW).
 - The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.
 - The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal effective date or the date the student indicated in their notification to the University of his/her official withdrawal.
 - Students wishing to officially withdraw from the institution may complete the self-service Official Withdrawal automated process via the University student website.
 - Students who wish to rescind their intent to withdraw from the University must participate in an ARA after the effective date provided on the student's Official Withdrawal form.

- **Unofficial Withdrawal:** Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UW) after 14 days of consecutive nonattendance in an ARA determined from University attendance records.
 - The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence, is the last date of attendance in an ARA determined from University attendance records.
 - For a student who fails to return from an approved leave of absence, the University will review the student record on or after the approved LOA end date.
 - For a student who is unofficially withdrawn, the DOD is the 15th day after the last attendance at an academically related activity.
 - For a student who fails to return from an approved leave of absence, the DOD is the day after the student's approved LOA end date.
 - If a student is granted an extension in the course he or she is currently attending and the intent is to complete the course, the days in the extension period will not count toward the 14 days of consecutive nonattendance in an ARA. During this time a student in an extension period will remain in active status. An extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.
 - For a student who is granted an IX grade and does not post an ARA after the IX grade extension end date, the DOD is the day after the student's IX grade extension end date.
- **Administrative Withdrawal:** Students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals (AW).
 - The withdrawal date for students who are AW is the last date of academically attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.
 - The DOD for students who are AW from the University is the date the University decides to administratively withdraw the student.

Academic Program Re-Entry

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from their last recorded academically related activity.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within the program completion deadline, or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within the program completion deadline, based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current program version in their state or jurisdiction.

- Re-entry students who cannot complete their program within the program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry into an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enter a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Holiday Calendar

The University's holiday calendar is listed below.

2020-2021 Holiday Calendar

4th of July	July 4, 2021 - July 5, 2021
Labor Day	September 6, 2021
Thanksgiving	November 24, 2021 -November 28, 2021
Winter Break	December 21, 2021 - January 3, 2022
Martin Luther King Jr Day	January 17, 2022
President's Day	February 21, 2022
Good Friday	April 15, 2022
Easter	April 17, 2022
Memorial Day	May 30, 2022

Course Equivalencies

Equivalent courses are University approved courses that act as an acceptable alternative to a required course, as determined by the applicable college, and may apply to a program in place of that required course. Courses must have substantially similar content, course objectives, and/or learning outcomes. Equivalencies are subject to change based on program update or college need. Equivalent courses must be at the same level or higher than the courses they are replacing and must have the same number of credit hours or higher.

Combination equivalencies are used when the content of two or more courses taken together are deemed to have substantially similar content, course objectives, and/or learning outcomes to the content of one course. Unless stated otherwise, when a combination equivalency is used to satisfy a course, the excess credits from the combination may apply toward the Additional Liberal Arts, Interdisciplinary, and/or Elective requirements for the program.

If all courses needed to satisfy a combination equivalency are not successfully completed, the equivalency will not be satisfied. Students should complete the required course as outlined in the program policy.

When equivalent courses are completed, only the most recently completed course will be counted for credit and GPA calculations. Equivalent courses are subject to the minimum grade requirement for courses applicable to a student's program.

The applicable college may also provide course options that are not direct equivalencies to the required course, but which the college has determined to be acceptable alternatives to a required course for a specific program.

Course Cancellation

University of Phoenix may be required to cancel courses when necessary. In addition, courses may not begin on their scheduled start dates in the event of certain circumstances, such as faculty availability or insufficient enrollment. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course if available. Any payments made for cancelled courses will be refunded or applied to another University course. All attempts will be made to address such cancellations with students as early as possible.

Directed Study

With approval of the campus director of academic affairs or designated appointee, students may complete college-approved courses, as available, via directed study as outlined below:

- **Undergraduate and graduate degree program enrollment:** a maximum of 12 completed credits in the program
- **Doctoral degree program enrollment:** a maximum of 21 completed credits
- **Credit-bearing certificate program enrollment, consisting of four or more courses:** a maximum of 3 completed credits in the program.
- **Deployed active duty military students (local campus only):** a maximum of 15 completed credits per academic year after providing official documentation of the deployment timeframe to their local campus.

As an exception to the program limits outlined in this policy, students in the following programs may complete college-approved courses, as available, via directed study as outlined below:

- **Master of Science in Counseling:** a maximum of 9 completed credits toward a degree program upon approval by the program chair or designated appointee.
- **Doctor of Nursing Practice:** a maximum of 12 completed credits in the program upon approval of the Associate Dean or designated appointee.
- **College of Doctoral Studies post master's certificates:** a maximum of 9 completed credits in the program upon approval of the campus director of academic affairs or designated appointee.

Students enrolled in a competency-based education (CBE) program cannot complete CBE courses via directed study.

Concurrent Enrollment

- Concurrent enrollment is defined as simultaneous enrollment in any two or more University of Phoenix (UOPX) courses. Students enrolled in courses outside the University are excluded from this definition. Courses will be considered concurrent when start and/or end dates overlap.
- Students enrolled in an undergraduate or graduate degree program may not enroll in more than two credit-bearing courses concurrently.
- Students enrolled in a competency-based education (CBE) program may be enrolled in up to five CBE courses concurrently. Each CBE program has a preferred sequence that divides required courses into groups of concurrent courses established by the applicable college. Students in a CBE program should be scheduled for a minimum of four courses concurrently, unless they have fewer than four courses remaining to complete their program requirements, or need to fulfill prerequisite requirements or the conditions of a negative academic status that necessitate the student take less than four courses in order to remediate the status.
- Non-degree students, who have successfully completed one course with the University, may enroll in up to three non-degree, credit-bearing courses concurrently.
- Concurrent enrollment is prohibited in the following scenarios:
 - the first two courses at their current program level, unless they are enrolled in a CBE program.
 - during the Phoenix Success Series for students in Pathway B
 - student is on Academic Probation (AP) status.
- Some programs may have additional program-specific concurrent enrollment policies. Any additional requirements are documented within policy for those specific programs

Multiple University Credentials

Students may earn multiple credentials from University of Phoenix (UOPX). The following policies apply:

- Only one degree in a specific discipline may be earned at the bachelor's and master's program levels; however, students can earn multiple degrees in different disciplines within those program levels. For the purpose of this policy, the term discipline refers to the subject or content area for the program (e.g. Psychology, Accounting, Cybersecurity, etc.).
- Students may earn only one certificate in a specific discipline at each course level (lower division, upper division, graduate, doctoral).
- Students who have been conferred from a degree or certificate program cannot return and enroll into a lower level degree or certificate in the same discipline as their previously completed program.
- Programmatic residency must be met for each credential through the completion of a prescribed minimum number of unique UOPX credits.
 - Master's degree-seeking students must complete a minimum of 18 credits toward an additional master's degree.
 - Bachelor's degree-seeking students must complete a minimum of 30 unique credits in the required course of study for the additional bachelor's degree in order to meet residency.
 - Program-specific exceptions and programmatic residency requirements that do not fall within the above guidelines are outlined in specific program policies.

Students may only earn one associate degree.

Students may not complete more than one degree program from the College of Doctoral Studies, with the exception of the Educational Specialist (EdS) program. EdS graduates may earn any doctoral degree in addition to their EdS credential.

Unless otherwise stated within a program policy, students may receive a certificate in the same area of focus as the specialization, concentration, or emphasis in their degree program.

Maximum Credit Limits

The University has identified the maximum number of credits a student may complete during a 12-month period. This limit is determined based on the student's actual start date in their program at University of Phoenix (UOPX). The number of credits completed within a 12-month period is limited by the program level of study the student is actively pursuing.

- Undergraduate students may complete a maximum of 45 UOPX credits in a 12-month period.
- Graduate students may complete a maximum of 39 UOPX graduate credits in a 12-month period.

Students who are enrolled in both graduate and undergraduate programs are limited by the undergraduate credit maximum.

Course Credits

All credits issued for successfully completed University of Phoenix course work are in semester credits. Courses numbered 100-299 carry undergraduate, lower division credit. Courses numbered 300-499 carry undergraduate, upper division credit. Courses numbered 500-599 carry graduate credit. Professional courses numbered 600-699 may be applied to either undergraduate or graduate credit requirements. Courses numbered 700-799 carry doctoral credit.

Most courses are three semester credits. In a typical three-credit course, and consistent with federal and accreditation requirements regarding the award of college credit, students can expect to engage in a minimum of 45 hours of faculty directed learning activities including classroom-based instruction/discussion, learning team projects, and/or additional learning activities (e.g., simulations, tutorials, videos, etc.). Additionally, students can expect to engage in a minimum of 90 hours of faculty recommended homework (i.e., reading, research, assignment development, and class preparation). These faculty-directed and student-directed expectations are intended to ensure a minimum level of content coverage and overall curriculum rigor is achieved in addressing the course objectives.

Student Identification

All students are assigned a unique student identifier called an Individual Record Number (IRN). This is the primary number students use to obtain campus, web and voice response services. A letter and ID card will be mailed upon request.

Current students have the option to visit their local campus or learning center and have a picture identification (ID) card created. In order for an ID card to be printed you must:

- Be in an active status with University of Phoenix (Full time, Less Than Half Time, and Leave of Absence)
- Before issuing the Photo Student ID, a government issued ID must be provided to staff to confirm student identity and eligibility

The Photo Student ID card will be issued by University staff at the local campus or learning center. Not all local campuses or learning centers may offer this service.

Name and Social Security Number Changes

The University requires documentation of legal name and social security number changes. The following primary forms of identification will be accepted for a legal name change:

A copy of one of the following forms of identification will be accepted as proof of your legal name change. The document provided must be signed and must accurately reflect your full legal name.

- Court Ordered Name Change
- Social Security Card
- Passport/Passport Card
- Permanent Resident Card
- Certificate of Naturalization
- Driver's License
- *International students may also submit:* National Identity Card

These forms must illustrate the name exactly how it is requested on the Name Change form. A signed social security card issued by the Social Security Administration is required for changes in social security numbers.

Letter Request

All student letter requests must be processed by the Registrar's Office. Students may contact the Admissions and Records Service Center to request letters and will be required to verify their identity per FERPA guidelines.

Directory information requests do not require a FERPA Release form.

A FERPA release is required if a letter containing non-directory information is to be faxed, mailed, or sent by encrypted email to a third party.

A FERPA release is required if a letter containing non-directory information is to be faxed, mailed, or sent by encrypted email to the student, and the student does not have the fax number, mailing address, or email address listed on the official student record.

A FERPA release is not required for students who call the Admissions and Records Service Center directly, successfully complete the Student Verification Process, and request non-directory information to be sent to themselves provided the fax number, mailing address, or email address is on the official student record. A FERPA release is also not required for letters sent to the Letter Center in the student portal because this requires an individual user ID and password.

The Registrar's Office is unable to provide letters of recommendation or assist with scholarship letters or scholarship nominations. Students may ask their faculty members to provide a recommendation for them, but granting such requests is at the faculty's discretion.

In lieu of providing a letter of recommendation, the Registrar's Office can provide a University of Phoenix approved letter or a customized letter based on information in the student's record that can be validated by the Registrar's Office.

Students may call the National Student Clearinghouse at (703) 742-4200 to verify information related to their enrollment. If the National Student Clearinghouse has sent information to lenders within the last 30 days, an enrollment verification letter is not required by the lender.

Forms

The University Registrar's Office processes forms requiring a school official's signature, coordinating with other departments to provide information as needed.

University of Phoenix may not be able to complete certain forms or accommodate certain form requests.

Directory information requests do not require a FERPA Release form.

A FERPA release is required if the form is to be faxed, mailed, or sent by encrypted email to a third party for non-directory information.

A FERPA release is required if the form containing non-directory information is to be faxed, mailed, or sent by encrypted email to the student, and the student does not have the fax number, mailing address, or email address listed on the official student record.

A FERPA release is not required for students who call the Admissions and Records Service Center directly, successfully complete the Student Verification Process, and request non-directory information to be sent to themselves provided the fax number, mailing address, or email address is on the official student record. A FERPA release is also not required for forms sent to the Letter Center in the student portal because this requires an individual user ID and password.

Students may call the National Student Clearinghouse (NSC) at (703)742-4200 to verify their enrollment information has been sent to the student's lender, or to request that the Clearinghouse resend the information to the student's lender. The University of Phoenix OPE-ID code is 020988.

Record Maintenance

University of Phoenix requires students to complete and sign all student related documents in connection with their education record. Nobody other than the student may sign forms (wet signature or e-signature) on behalf of a student.

Course Audit Policy

With approval of a Director of Academic Affairs or designated appointee, students may register for and audit University courses. Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member.

Auditing students are governed by all University policies and procedures that apply to non-auditing students.

Auditing students who have met the minimum attendance requirements for the course will receive a grade of "AU" on their permanent record which will not carry any academic credit.

ARAs will not generate in Audited (AU) courses regardless of activity type.

Students who have selected to audit a course may not change their auditing status after the start of the course.

Servicemember Readmission

The Higher Education Opportunity Act (HEOA) provides that an institution may not deny admission or readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. This applies to service in the

uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and National Guard or Reserve duty for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

- The Servicemember Readmission policy will also apply to servicemembers as defined in section A that are temporarily unable to attend class for between 15-30 days due to a military service obligation.

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if all the following criteria are met:

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advanced verbal or written notice to Student Services or Enrollment as far in advance as reasonable under the circumstances of the student's upcoming service obligation. No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g. a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate University representative will meet the notice requirements by submitting, at the time the student seeks readmission, documentation (e.g., deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.
- The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services cannot exceed five years.
- The student must give oral or written notice of intent to return to the University within three years after the completion of the period of service.
 - A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the University within two years after the end of the period needed for recovery from the illness or injury.

If the student does not submit a notification of intent to re-enter within the time limits or documentation sufficient to establish the student's eligibility for readmission, the student is subject to the University established Leave of Absence policy and general practices.

A student's eligibility for readmission under this policy terminates upon the occurrence of any of the following events:

- A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge,
- A dismissal of such person permitted under section 1161(a) of Title 10, USC,
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC.

Provided students meet the readmission criteria, the University must promptly readmit students to their program by assisting them in enrolling in the next available class or classes in their program unless they request a later date of readmission or unusual circumstances require the University to admit them at a later date. Unusual circumstances may include the length of any necessary retraining or intervening changes in the circumstances of the Uni-

versity.

When providing readmission to a servicemember, the University must readmit the servicemember with the same academic status as when the student was last admitted. This includes those students who were admitted but did not attend because of service in the uniformed services. The student will be enrolled with the same academic status as long as the University admits the student under the following conditions:

- The student is admitted to the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar, unless the student requests or agrees to enroll into a different program.
- The student is admitted with the same enrollment status that the student last held, unless the student requests or agrees to admission with different enrollment status.
- The student is admitted with the same number of credit hours completed previously, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.
- The student is admitted with the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.
- If the student is readmitted to the same program, for the first academic year in which the student returns, the student will be assessed:
 - The tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution; or
 - Up to the amount of tuition and fee charges that other students in the program are assessed for that academic year, if veterans' education benefits, or other servicemember education benefits, will pay the amount in excess of the tuition and fee charges assessed for the academic year in which the student left the institution; or
- If a student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the student will be charged no more than the institutional charges that other students in the program are assessed for that academic year.

If the student is not prepared to resume the program at the point where the student left off, or will not be able to complete the program, the University will make reasonable efforts to help the student become prepared to complete the program including, but not limited to, providing refresher courses at no extra cost and allowing the student to retake a pretest at no extra cost.

If after reasonable efforts, the student is still not prepared to resume the program at the point the student left off, or the University determines that there are no reasonable efforts that can be taken to prepare the student to resume the program at the point the student left off, or to enable the student to complete the program, the University is not required to readmit the student.

Military Deployment

University of Phoenix supports the educational needs of servicemember students who are temporarily unable to attend class due to military service obligations.

When students learn they will be temporarily unable to attend class due to military service obligations, students must notify their academic representative and their faculty member either orally or in writing. In order for the University to provide accommodation(s), students must provide documents sufficient to show the student has a military service obligation.

No advance notice by the student is required if giving of such notice is prohibited by military requirements (e.g. a mission, operation, exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate University representative, will meet the notice requirements by submitting, at the time the student seeks re-admission, signed documentation (e.g. deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.

The University is unable to coordinate decisions regarding the student's record or take action on the student's record through a third party without appropriate authorization granted through a Power of Attorney.

If the student is enrolled in a course at the time of their military service obligation and would like an opportunity to complete the course in which they are currently enrolled, there are four accommodations which may be used to support the student:

- Excused absences may be granted in accordance with the Excused Absence policy. The University will use discretion and take such action only if the excused absences would benefit the student.
- Allow the student additional time to complete assignments missed due to military service obligation.
- Any points which would normally be deducted for lost participation should be removed from the calculation of the student's final grade for the affected period.
- An Incomplete (I) grade will be issued instead of a Withdrawal (W) grade. The I grade may be issued with an initial extension of six weeks beyond the traditional five-week extension (for a total of 11 weeks). No grading penalties will be applied to students who receive an I grade for military service obligations.

If the student will be unable to complete the course due to military service obligation, the student may drop from the course and receive a full refund of tuition and fees for the course and a "W" grade will be issued.

Students who will be temporarily unable to attend class due to military service obligations are advised to contact Student Financial Services regarding the status of their account and/or financial aid.

- If documentation is provided at the time of the military service obligation, Student Financial Services will review the student's account and if it is determined to be applicable, will place the student in Military Forbearance status and/or on a Leave of Absence. Military Forbearance status ensures students do not continue to incur tuition charges and that current tuition charges are placed on hold for payment until the student returns from deployment.

In the event the student wishes to re-enter their program following their military service obligation, the University's Servicemember Readmission policy may apply.

Transient Student Policy

A transient student is an individual who is enrolled in a degree program at an outside institution but is approved to complete non-degree coursework at University of Phoenix (UOPX) to fulfill program requirements at their home institution.

Prior to being scheduled for coursework at UOPX, transient students must have an approved Transient Student Request form on file.

Students attending the University as transient students:

- Will be held accountable for, and be governed by, all University classroom, conduct, and other associated policies regarding student behavior and academic progression as set forth in the University's Academic Catalog.
- Will not be reviewed for the specific University admission requirements as a degree-seeking student.
- Are held to their home institution's academic preparedness requirements and will not be individually reviewed for satisfying University pre-requisite requirements for the courses they are entering.

Preferred Transfer Institution Policy Exceptions

Applicants to University of Phoenix (UOPX) who are transferring from closed (or closing) institutions will be allowed exceptions to specific UOPX admission and academic policies if UOPX is designated as a preferred transfer institution. Policy exceptions will be established, where reasonable, to ensure a timely and efficient admission process and to minimize any loss of credits in transfer.

Acceptable Transfer Activity

The following completed transfer activity types will be reviewed for transfer into the University:

1. Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by an approved institutional accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University. In addition, graduate level coursework from institutions that hold accreditation through the ABA (American Bar Association) or that have been provisionally approved for accreditation may also be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.
2. American Council on Education (ACE) credit recommendations (e.g. Military)
3. National College Credit Recommendation Service (NCCRS) credit recommendations
4. National testing program credit earned from:
 - a. College Level Examination Program (CLEP®)

- b. Excelsior
- c. Berlitz
- d. National League of Nursing Exams (NLN)
- e. Advanced Placement Examinations (AP)
- f. Defense Language Proficiency Tests (DLPT)
- g. DSST Exams (previously DANTES and USAFI)

5. Prior learning that has been assessed for credit-worthiness by the Prior Learning Assessment department within the Office of Admissions and Evaluation, one of the University's colleges or the Provost's Office.

To evaluate previously completed transfer activity, the University must receive transcripts, mark sheets, and documents that are originals from the issuing institution. Documents from Canada or the United States and its territories must be submitted in a sealed envelope or via an approved alternative means such as fax, Escip, or EDI directly to the University of Phoenix (UOPX). All transcripts that state "issued to the student" are not considered official and will not be used for evaluation.

Applicants with academic records from colleges or universities in other countries: The University will accept copies of academic records issued from international institutions with no time of issue limitations. If official academic records are received directly from the institution in a sealed envelope, no verification will be required. Students with international credentials will be placed on an admission status of RI (Applicant International Credentials) until either the verification or official document is received from the issuing institution.

CLEP® is a registered trademark of the College Entrance Examination Board, registered in the U.S. and/or other countries

Evaluation of Transfer Activity

Only transfer activity evaluations performed by the University's Office of Admissions & Evaluation (OAE) or their approved designee are official. Any preliminary reviews by campus personnel or OAR are unofficial, not binding, and subject to change. The following criteria are applied to the evaluation of all transfer credit:

1. Credit-bearing coursework in which students earn a minimum grade of "C-" or grades of credit, pass, or satisfactory may be accepted towards students' degree requirements.
2. Acceptable transfer activities will be transferred as semester hour credit.
3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.
4. Credit is transferred by course level (i.e., lower division, upper division, graduate, doctoral) as awarded by the issuing institution.
5. Physical Education activity credits are limited to four credits.
6. Application of transferable credit, and limitations on transferability of credit, are determined by program requirements and by state or jurisdiction.

Specific regulatory requirements regarding credit application limits are listed in the table below and apply to residents and non-residents attending a UOPX ground campus located in a restricted state, regardless of modality of study (unless otherwise stated in the table below). Use this table for the given states only.

Credit Application Limits Effective 4/1/2020:

State	Total Credit Awards	Areas Restricted
California Residents (Local Campuses)	<p>30 for bachelor's programs (no more than 15 of the first 60 credits or 15 of the second 60 credits can be awarded for experiential learning).</p> <p>15 for associate programs</p> <p>6 for graduate programs (up to 30 credits in length)</p> <p>9 for graduate programs (over 30 credits in length with no more than 3 credits awarded for courses with more than 31 credits.)</p>	<ul style="list-style-type: none"> National Testing Programs- Including A.C.E. evaluated military or workforce training activities (e.g. StraighterLine, Sophia Learning, Study.com) Portfolio Assessments Experiential Journals

Coursework earned in the following ways will not be accepted in direct transfer towards University program requirements:

1. Credit is not awarded for transfer activity that duplicates or is regressive to previously completed transfer activities, either at the same or a different transferring institution. If a transcript is received by the University following initial evaluation that shows that a transfer activity duplicates an activity that has already been accepted in transfer or successfully completed at UOPX, only the credit awarded to the initial activity will be accepted and reviewed for applicability to the student's program.
2. Professional development level or vocational courses as determined by the issuing institution's transcript key or program description.

Associate degree transfer policy: Students transferring to University of Phoenix (UOPX) into an undergraduate bachelor's degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLs, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HST, BSCYB, and BSIT (all concentrations)) with a previously completed Associate of Arts degree from an institution with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, will be considered as satisfying the lower division elective and general education requirements making the student required course of study ready at UOPX. Students using this policy will still need to meet all prerequisite or specific content requirements as outlined in the Academic Progression and General Education Requirements

policy sections for their chosen program. For students using this policy, credits applied towards the UOPX degree program may not exceed the amount of credits earned for the previously completed Associate of Arts degree.

California block transfer policy: Students transferring to UOPX into an undergraduate bachelor's degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLs, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HST, BSCYB, and BSIT (all concentrations) or students residing in Arkansas, Nevada, Oregon, or Puerto Rico) with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a California college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation will be considered as satisfying the general education liberal arts component for their degree program. Students using this policy will still need to meet all prerequisite or specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program. Students may appeal transfer activity evaluation decisions to the Student Appeals Center (SAC) within 90 days from notification of the decision by the University.

A signed Enrollment Agreement must be on file prior to the official evaluation being completed.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at University of Phoenix is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending University of Phoenix to determine if your credits or degree, diploma or certificate will transfer.

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with transfer agreement institutions.

With a reverse transfer agreement in place, University of Phoenix will notify the transfer agreement institution through the National Student Clearinghouse for students that have consented to the release of their records to a previously attended institution that also are meeting certain credit requirements that indicate the student may be eligible to earn an associate degree from the transfer institution.

The transfer institution may pursue communication with the student to discuss requirements and may award the associate degree to the student per its discretion after an official credit evaluation is conducted.

Approved Institutional Accrediting Bodies for Transfer Activities and Admission Requirements

The University requires that transfer coursework, or previously completed degrees for admission or for waiving specified program requirements, be completed at institutions with accreditation that meets the standards appropriate to the specific University program requirement to be satisfied.

Transfer coursework or previously completed degrees must come from institutions accredited by one of the following institutional accrediting bodies. In some cases, the nature of the University program requirement to be satisfied requires that coursework or previously completed degrees come from an institution accredited by an institutional accrediting body from a more restrictive list. In such cases, the approved accrediting bodies will be specified in the program's policy.

- ACCJC - Accrediting Commission for Community and Junior Colleges
- HLC - Higher Learning Commission
- MSCHE - Middle States Commission on Higher Education
- NECHE - New England Commission of Higher Education
- NWCCU - Northwest Commission on Colleges and Universities
- SACSCOC - Southern Association of Colleges and Schools Commission on Colleges
- WSCUC - Western Senior College and University Commission
- AARTS - Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission
- ABHE - Association of Biblical Higher Education
- ABHES - Accrediting Bureau of Health Education Schools
- ACCSC - Accrediting Commission of Career Schools and Colleges
- ACCET - Accrediting Council for Continuing Education and Training
- ACICS - Accrediting Council for Independent Colleges and Schools
- ATS - Association of Theological Schools in the United States and Canada / Commission on Accrediting
- COE - Council on Occupational Education
- DEAC - Distance Education Accrediting Commission
- NACCAS - National Accrediting Commission of Career Arts & Sciences
- TRACS - Transnational Association of Christian Colleges & Schools / Accreditation Commission

Course Waivers

The University defines a course waiver as the substitution of a required course at the University with a course at the same level or higher listed on an official transcript from another institution, or another acceptable transfer activity.

- The University may apply course waivers based on evaluation of completed coursework as indicated on the student's official transcript(s).
- Students may request a course waiver through the Office of Admissions & Evaluation. An official catalog course description must accompany every course waiver request. An official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.
- Once evaluated and applied, course waivers may not be unapplied.

- Nationally recognized and/or industry accepted certifications or training programs may be used to waive certain courses in the required course of study upon approval by the appropriate college, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The program policies for the student's program should be reviewed for program-specific course waiver policies.

College Articulation Agreement

Articulation agreements will define the transferability and applicability of a given course or program into the University from the Articulation Institution to satisfy University of Phoenix (UOPX) lower division credit requirements for undergraduate degree programs.

College Articulation Agreements will only be created for institutions that offer associate degrees, or higher, that are accredited by an approved institutional accrediting body.

Do Not Call Policies

- Consumers who are listed on the National or a State Do Not Call List may not be called for sales or solicitation purposes unless: (i) the consumer has provided Prior Express Written Consent to the University, or (ii) the call is a Manual Call, and an Established Business Relationship (EBR) exemption exists with the consumer.
- University of Phoenix may not send solicitous prerecorded voice messages to any consumer's wireline or wireless number without Prior Express Written Consent from a consumer and prior approval from Ethics and Compliance.
- Upon request, the University will provide consumers a copy of the DNC policy by emailing Office.ComplianceUOPX@phoenix.edu.

Institutional Review Board

- The University of Phoenix (UOPX) Institutional Review Board (IRB) will review all studies, pilot studies, institutional reliance or affiliation agreements, policies and legal/regulatory requirements that involve human subjects research before any study or sponsored or non-sponsored research begins. Research conducted using human subjects will be reviewed on a regular basis depending on the IRB decision rendered to ensure compliance with all federal and state laws. No researcher can begin collecting data before receiving IRB approval for the study.
- The IRB is expected to review a research study design presented by the researcher to determine risk to the human research subjects (including physical, psychological/emotional, social, social desirability, and economic risk) as there may be ethical issues that affect the rights and welfare of research participants.
- UOPX holds a Federal Wide Assurance filed with the US Department of Health and Human Services (FWA: 00004202) and maintains an IRB to assure that all UOPX research involving human subjects complies with federal human research regulations (45 CFR 46).
- The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the federal human research regulations (45 CFR 46), and guidance from the federal Office of Human Research Protections (OHRP).

- All faculty, students, staff, and external researchers who engage with UOPX for their research, sponsored or non-sponsored, involving human subjects must have the UOPX IRB review and approve their study, or have their study determined exempt from oversight before beginning any research activities associated with a pilot study or a full research study. There are no exceptions if human subjects are involved. Doctoral students must have an approved proposal through the Quality Review Methods (QRM) process and should have their dissertation chair work as a co-principal investigator (co-PI). If UOPX faculty, staff, or students are part of the study population, then Committee on Research (COR) approval is required before an IRB review can be conducted.
- UOPX has charged the IRB with ensuring that all legal/regulatory and ethical codes are upheld for studies conducted by UOPX researchers at all institutional and non-institutional sites of this institution both domestic and foreign.
- All students, staff, faculty, and external researchers who are conducting human subject research under the auspices of UOPX are required to complete an IRB application and have this application reviewed before they begin any research activities involving human subjects. Researchers must complete human subjects' ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. CITI certifications must be renewed every two years while conducting research reviewed by the UOPX IRB.

Required Procedures: IRB Review, Research and Reports

- **IRB Review:** The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.
 - **IRB Research:** The UOPX IRB provides annual oversight of studies that are determined to be of more than minimal risk to participants. In these cases, researchers are to file a Continuing Review of Research if the study has not been completed within the approval period set forth at initial review, which typically is one year from the initial decision. The IRB can decide that a shorter approval period is appropriate. Studies that are determined to be minimal risk or less than minimal risk are not given an expiration date after the initial exempt determination or approval. For those studies that require continuing review, the Continuing Review of Research form is found in the UOPX IRBNet system.
- **IRB Reports:** The UOPX IRB may reach out to researchers if the following situations occur: serious or continuing noncompliance with 45 CFR 46 or institutional policies, and if study participants contact UOPX or the IRB Office with a complaint about a study. Researchers are to contact the UOPX IRB Office if unanticipated problems or adverse effects occur during a study being conducted. Unanticipated problems are unexpected incidents (in terms of the nature, severity, or frequency) where an IRB-approved research protocol and informed consent documents are not followed; such incidents relate, or possibly relate, to participation in the research ("possibly relate" means there is a reasonable possibility that the incident or experience or outcome may have been caused by the procedures involved in the research) and the research places participants or others at a greater risk of harm (physical, psychological, economic, or social harm) than was previously known or recognized. Based on an IRB review of the unanticipated problem based on the criteria listed, consideration of substantive changes in the research protocol or informed consent process or other corrective actions may need to occur up to and including suspension or termination of IRB approval. Researchers are to contact the UOPX IRB Office as soon as possible if an unanticipated problem or adverse effect occurs during the study.

Research, Scholarship, and Surveys

General Research Policies

- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. To support faculty, student, and staff research efforts, the University provides an Office of Scholarship Support (OSS) and a series of Research Centers for researchers.
 - Research for purposes of this policy is defined as scholarly and scientific inquiry projects focused upon the collection and analysis of empirical data and facts.
 - Researchers are students, faculty, staff, or external constituents of UOPX who plan to systematically sample, collect, and analyze data for public dissemination.
- All researchers associated with or conducting research at UOPX must gain appropriate approvals prior to conducting research.

All research conducted by any student, faculty, or staff of UOPX is subject to Institutional Review Board (IRB) approval. The IRB is a federally required review of all research requests to determine:

- if the work is research,
 - if the research is on human subjects,
 - if human subjects are involved, the overall risks and if they are protected and treated fairly.
- Research taking place within or involving UOPX, where the subject of any proposed research is UOPX, must gain appropriate approvals prior to conducting research, regardless of the researcher(s)' affiliation.

The Committee on Research (COR) shall be responsible for the review and approval of any and all research and scholarship, for public dissemination, where UOPX is recognized as a subject. UOPX is considered a subject when the research study:

- samples students, faculty, and staff associated with UOPX
- involves requests that include UOPX records, data, or materials
- uses UOPX-associated systems, websites, and/or tools.

All researchers using UOPX as a subject for research require COR approval prior to UOPX IRB approval. IRB will not approve any UOPX focused studies without COR approval.

- IRB and COR are two separate and distinct groups operating within the structure of Academic Affairs. While the IRB is a federally mandated committee, with the mandate of protecting human subjects from unethical research practices, the development and use of COR is entirely internal to UOPX. If a person or group has received permission from COR to pursue research activities at UOPX and their activities will impact protected populations, as defined under federal law, they must still submit their proposed research to UOPX's IRB or they must show that they have received approval from another university's IRB. Approval by COR shall not be misconstrued as approval by an IRB. Further approval from another, non-UOPX IRB prior to COR submission shall not be misconstrued as approval by COR.
- **Failure to Comply:** Those found doing research related activities and not following these policies, including failure to provide the resulting data, analysis and research instrumentation to the OSS, may be subject to appropriate disciplinary action, including, but not limited to, those documented in the Student Code of Conduct, Employee Handbook and/or Faculty Code of Conduct.

Required Procedures: Conducting Research on UOPX Students, Faculty, Staff or Data

- Research studies where UOPX is selected or identifiable as a subject or sample must submit a formal request to the Committee on Research (COR) for exempt or approval prior to conducting research.
COR is a UOPX-wide committee run by the OSS.
- The COR can be found at: <https://research.phoenix.edu/content/committee-research> Office of Scholarship Support

California 30-Unit Option

University of Phoenix (UOPX) offers the California 30-Unit Option (LVN30 000) to California local campus students. Students who wish to enroll in the California 30-Unit Option must declare this intention at time of enrollment and may only enter if space is available.

Students enrolled in the California 30-Unit Option are not completing a University of Phoenix certificate or degree and will not earn a BSN.

The California 30-Unit option requires the following course sequence:

BIO 290	4 credits
Anatomy and Physiology I	
BIO 291 ~	4 credits
Anatomy and Physiology II	
SCI 250	4 credits
Microbiology	
HCS 436	3 credits
Pathophysiology	
NSG 321	2 credits
Transition to Baccalaureate Nursing	
NSG 341	6 credits
Care of the Medical-Surgical Patient	
NSG 347	6 credits
Care of the Medical-Surgical Patient II	

NSG 436	4 credits
Care of the Maternal-Child Patient	
NSG 441	4 credits
Care of the Pediatric Patient	
NSG 411	4 credits
Care of the Mental Health Patient	
NSG 447	6 credits
Care of the Complex Medical- Surgical Patient	
NSG 471	4 credits
Nursing Leadership and Management	
NSG 481	2 credits
Influencing Nursing Practice	

COVID-19 Related Interim Policy Exceptions

As a result of measures taken by businesses, government agencies, and educational and healthcare institutions across the world to prevent the spread of the COVID-19 virus, University of Phoenix is allowing the following policy exceptions for students for the duration of time in which such measures continue to be in place, effective as of the week of 3/16/2020.

- **Course Attendance for Local Campus and In Person Residency:** During the local campus to online transition resulting from the University's response to the COVID-19 pandemic, positive attendance will be recorded for all local campus students who access the online Blackboard Collaborate session during the scheduled class time, as confirmed by session access recorded in Blackboard. Attendance will be recorded in the same manner while physical doctoral and counseling residencies are moved online.
- **Admission Requirements for Applicants to the California Master of Arts in Education, Elementary & Secondary Teacher Education Programs (MAED/TED-E & SCA):** For the duration of time in which fingerprinting station closures and stay-in-place/social distancing measures are in effect due to COVID-19, candidates will be admissible without their fingerprinting clearance and TB exam results. These requirements will be temporarily moved to the Level 2 Candidate Status deadline. Level 2 Candidate Status must be completed prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences.
- **Admission Requirements for Applicants to the Arizona Alternative Pathway Certificate Programs (CERT/AP-E AZ, CERT/AP-S AZ, CERT/AP-SE AZ):** Except for candidates in Georgia, for the duration of time in which fingerprinting station closures and stay-in-place/social distancing measures are in effect due to COVID-19, candidates will be admissible without their fingerprinting clearance and TB exam results. These requirements will be temporarily moved to be Academic Progression requirements. However, Georgia candidates must still meet their pre-service requirements as documented in the specific program policies.

- **Level 2 Candidacy Status Deadline Extension for BSSED/E, BSSED/ECH, MAED/TED-E AZ & CA, MAED/TED-S AZ & CA, and MAED/SPE Programs:** Except for candidates in Georgia, for the duration of time in which testing center and fingerprinting station closures are in effect due to COVID-19 response measures, students will not be required to meet Level 2 Candidate Status requirements until prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences. However, Georgia candidates must still meet their pre-service requirements as documented in the specific program policies.
- **Level 2 Candidacy Status Deadline Extension for the BSLS Program:** For the duration of time in which testing center and fingerprinting station closures are in effect due to COVID-19 response measures, students will not be required to meet Level 2 Candidate Status requirements until prior to student teaching (clinical practice). Candidates completing experiences in a physical or virtual classroom with access to K-12 students will be required to provide verification of fingerprint clearance prior to beginning their experiences.
- **College of Education Clinical Experience, Clinical Practice, Administrative Internships, Licensure Tests/Assessments:** Due to COVID-19, potential exceptions related to the number of hours/weeks/settings of clinical experiences/clinical practice/administrative internships may be altered as permissible by State Departments of Education. Furthermore, given testing station closures and/or schools' adoption of modified learning models (ie: synchronous/asynchronous distance/virtual instruction), exceptions may be made to testing and clinical requirements as permissible by State Departments of Education.
- **Leave of Absence (LOA) Requests:** LOA requests related to the COVID-19 pandemic will be treated as an unforeseen circumstance until the end of the first payment period that begins after the COVID-19 national emergency is rescinded.
- **BSHS Field Experience Requirements Exception:** The field experience hours and related requirements for BSHS students may be altered or removed where circumstances related to COVID-19 prevention measures interfere with students' ability to meet those requirements.
- **College of Nursing FNP and MSN/FNP Clinical Hours:** For the duration of time in which restrictions are in place due to COVID-19, the clinical hours and related requirements for FNP and MSN/FNP students have been reduced to a minimum of 500 primary care hours.
- **Excused Absence without Documentation:** For the duration of time in which the aforementioned COVID-19 prevention and control measures are in place, the University will permit students in a degree or certificate program to receive an excused absence for any COVID-19 related reason without providing any supporting documentation, one time per program. This allowance is in addition to the existing exception to the University's Course Attendance policy allowing for one excused absence without supporting documentation per program.
- **Modality Change Exception:** For the duration of time in which the aforementioned COVID-19 prevention and control measures are in place, the University will permit local campus students to take up to seven consecutive courses via the online modality before they are required to sign a new Enrollment Agreement to be considered a permanent transfer to the online modality.
- **BSSW Field Experience Hours:** Due to COVID-19, potential exceptions, as permitted by state regulations and the Council on Social Work Education (CSWE), may be made related to employment-based placements and the number of hours/weeks of field experience/internship required. Furthermore, exceptions may be made to "in-person contact" requirements where health and safety concerns exist, to include remote field activities that remain aligned with CSWE competencies and their concomitant behaviors.
- **Master of Science in Counseling (MSC) Clinical Hour Requirements Exception:** The clinical hours and related requirements for MSC students may be altered or removed where circumstances related to COVID-19 prevention measures interfere with students' ability to meet those requirements.

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CONSUMER INFORMATION

All institutions participating in federal financial aid programs must provide required consumer information to enrolled and prospective students as well as current and prospective employees. Where applicable, each section lists specific locations where additional information is available. To request and receive this information in writing, contact the campus director or designee at a University of Phoenix location during regular business hours. A list of campus locations is available at <https://www.phoenix.edu/campus-locations.html>

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

University of Phoenix is accredited, reviewed and/or approved by federal, state and international agencies, as well as private accreditation bodies.

Federal

U.S. Department of Education, Certificate of Eligibility

The University of Phoenix has been approved by the Department of Education to participate in each of the following listed Title IV HEA programs:

- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work Study

Institutional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (<https://www.hlcommission.org/>). Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission (HLC) and its predecessor. University of Phoenix obtained its most recent 10-year Reaffirmation of Accreditation in 2012-13. The HLC conducted an interim Comprehensive Evaluation in 2018, and the next Comprehensive Evaluation for Reaffirmation of Accreditation is scheduled for 2022.

Higher Learning Commission

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
<https://www.hlcommission.org/>

For more information about University of Phoenix accreditations and licensures, please visit https://www.phoenix.edu/about_us/accreditation.html

State and International Licensures

University of Phoenix is a private institution approved to operate in the following U.S. states and district, either through licensure, registration, general or specific approvals, consent, or exemption.

- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Hawaii Post-secondary Education Authorization Program
- Illinois Board of Higher Education
- Nevada Department of Employment, Training and Rehabilitation: Employment Security Division, Commission on Postsecondary Education
- Board of Governors for the University of North Carolina
- Texas Higher Education Coordinating Board
- State Council of Higher Education for Virginia

For additional information on state and international licensures visit https://www.phoenix.edu/about_us/accreditation.html

Programmatic Accreditation

Business Accreditation

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the College of Business and Information Technology at University of Phoenix:

- Associate of Arts with a concentration in Accounting Fundamentals*
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy*
- Doctor of Business Administration
- Doctor of Management

**These programs are not available for new enrollment.*

For additional information, please visit <http://www.acbsp.org>

Accreditation Council for Business Schools and Programs

11520 West 119th Street
Overland Park, KS 66213
(913) 339-9356

Healthcare Accreditation

The Master of Health Administration (MHA) program is program-matically accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

Commission on Accreditation of Healthcare Management Education

P.O. Box 911
Spring house, PA 19444
(301) 298-1820

Nursing Accreditation

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Counseling Accreditation

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah campuses is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP®). For additional information, please visit <https://www.cacrep.org/>.

Council for Accreditation of Counseling and Related Educational Programs

500 Montgomery Street, Suite 350
Alexandria, VA 22314
(703) 535-5990

The following program is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following program* is accredited at the Utah Campus:

- Master of Science in Counseling/School Counseling

**This program is not available for new enrollment.*

For additional information, visit <http://caepnet.org>.

Council for the Accreditation of Educator Preparation

1140 19th St NW, Suite 400
Washington, DC 20036

Education Accreditation

The following programs offered by the College of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

The following initial teacher preparation programs* (Hawaii-specific) are accredited:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

The following initial teacher preparation and advanced preparation programs* (Utah-specific) are accredited:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision

**These programs are not available for new enrollment.*

For additional information, visit <http://caepnet.org>.

Council for the Accreditation of Educator Preparation

1140 19th St NW, Suite 400
Washington, DC 20036

In addition, educator preparation programs have been reviewed and approved by the state education agencies in Arizona and California. Individual programs vary by state, and not all programs are available at all locations or in both online and local campus modalities.

Additional Information

A student can view additional information at https://www.phoenix.edu/about_us/accreditation.html

To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the University Legal Services at (602) 557-1554.

General Contact Information

Direct any questions regarding admissions, academics, financial options, facilities or general institutional issues to the following offices:

Central Administration
4035 S. Riverpoint Parkway
Phoenix, Arizona 85040-0723
800.366.9699

Online
University of Phoenix
4035 South Riverpoint Parkway
Phoenix, Arizona 85040-0723
866.766.0766

Registrar's Office - Admissions and Records Service Center
4035 S. Riverpoint Pkwy.
Phoenix, AZ 85040-0723
800.866.3919
480.446.4600
ARSC@phoenix.edu

Campus contact information is located at
<https://www.phoenix.edu/campus-locations.html>

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare human services professionals and leaders in other professional areas who possess advanced degrees. A complete list of faculty for each school and college can be found under the Faculty Credentials section at <https://www.phoenix.edu/faculty.html>. A list of faculty at a particular location may be obtained from each local campus.

To find a local campus, go to <https://www.phoenix.edu/campus-locations.html>. Faculty profiles can be found at <https://www.phoenix.edu/faculty.html>

Student Demographics, Metrics and Outcomes

Student Borrowing

During the period of time spanning September 1, 2019, through August 31, 2020, 57.4% of students enrolled received federal student loans.

Loan Default Rate

The University's loan default rate for Fiscal Year 2018 was 8.7 and the national average was 7.3.

The University's loan default rate for Fiscal Year 2017 was 11.1 and the national average was 9.7.

Average Federal Loan Borrowing

Annually, the University calculates the average federal loan borrowing by its students. For students who attended the University during the period July 1, 2020 to June 30, 2021, the average cumulative federal loan borrowing is displayed below. Your borrowing may be different.

	Subsidized and/or Unsubsidized Loans Only*	Grad PLUS Loans Only**	Subsidized, Unsubsidized, and/or Grad PLUS Loans***
Average Cumulative Federal Loans****	\$25,100	\$25,778	\$26,520
Standard Monthly Payment	\$244	\$277	\$259
Payment Period	120 months	120 months	120 months
Interest Rate*****	3.1%	5.3%	3.2%

*Includes borrowers who obtained only Subsidized, only Unsubsidized, or only Subsidized and Unsubsidized loans.

** Includes borrowers who obtained only Grad PLUS loans.

***Includes borrowers who obtained Subsidized, Unsubsidized, and/or Grad PLUS loans. Interest rate used represents the weighted average of the Grad PLUS and Subsidized/Unsubsidized rates based on the amounts borrowed.

****Includes all borrowers attending during 7/1/20 - 6/30/21. Loans represent disbursed loans, net of returns to lender, that were disbursed any time during the student's academic history at the University through 6/30/21.

*****Interest rates represent those in effect for loans disbursed during 7/1/20 - 6/30/21 and where necessary, were weighted based on the percentage of each type of loan if the rates varied. These rates may not be representative of the rates in effect for a student's individual loans borrowed.

Graduated Students

The table below includes all borrowers who completed a program in the respective credential level during the 2020-2021 federal award year and who obtained subsidized, unsubsidized and/or PLUS loans. Amounts represent the average subsidized, unsubsidized and PLUS loans disbursed. Loans are included as follows: associate degree completion - associate degree and undergraduate certificate loans; bachelor's degree completion - bachelor's degree, associate degree and undergraduate certificate loans; master's degree completion - master's degree and graduate certificate loans; doctoral degree completion - doctoral degree, master's degree and graduate certificate loans.

Average Graduated Student Debt

Undergraduate Certificate	\$7,927
Associate	\$18,225
Bachelors	\$33,944
Graduate Certificate	\$15,939
Graduate	\$33,773
Doctorate	\$80,417
Overall Average	\$30,907

Includes all borrowers who completed a program in the respective credential during the specified AY and who obtained Subsidized, Unsubsidized, and/or PLUS loans.

Loans are included as follows:

- *Undergraduate certificate completion - undergraduate certificate loans only*
- *Associate degree completion - associate degree and undergraduate certificate loans*
- *Bachelor degree completion - bachelors degree, associate degree, and undergraduate certificate loans*
- *Graduate certificate completion - graduate certificate loans only*
- *Masters degree completion - masters degree and graduate certificate loans*
- *Doctoral degree completion - doctoral degree, masters degree, and graduate certificate loans*

Amount represents the average Subsidized, Unsubsidized, and PLUS loans disbursed.

Graduation Rates**IPEDS Graduation Rates**

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes the cohort of first-time, full-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender, and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2014-2015 cohort and the percentages of those students who graduated within 150% by Aug 31, 2020.

The table below shows FTFT undergraduate students and is derived from the Integrated Postsecondary Education Data System (IPEDS) graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontradi-

tional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans or neither type of aid during the 2014-2015 cohort year (Sept. 1 - Aug. 31).

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2014-2015 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	15,626	1,841	12%
Male	5,557	550	10%
Female	10,069	1,291	13%
Nonresident Alien	8	3	38%
Hispanic/Latino	1,325	219	17%
American Indian/Alaskan Native	49	6	12%
Asian	85	25	29%
Black or African American	3,215	292	9%
Native Hawaiian or Other Pacific Islander	109	11	10%
White	5,264	798	15%
Two or more races	568	79	14%
Race or Ethnicity Unknown	5,003	408	8%
Pell Grant Recipients	10,104	1,224	12%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	839	184	22%

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2014-2015 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	15,626	1,841	12%
Students who received neither Pell Grants nor Subsidized Stafford Loans	4,683	433	9%

**Excludes 30 students who became deceased after entering the cohort, but before they graduated.*

Institutional Graduation Rate

The 150% institutional graduation rate reflects the percentage of University students in the cohort who had completed their program of study within 150% of the published length of the program. It includes students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort year represented in the chart below is FY17 for associate and master's, and FY13 for bachelor's.

Institutional Graduation Rate

Associates Institutional	25.5%
Bachelors Institutional	39.9%
Masters Institutional	46.3%
Blended Undergraduate Institutional	38.2%
Blended Associates, Bachelors, Masters Institutional	39.2%

Retention Rates

IPEDS Retention Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and / or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution.

Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree- and / or certificate-seeking students from the previous fall who were still enrolled as of August 1st of the following year. .

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2019 (8/1/2019 to 10/31/2019)* 1,904

Count of FTFT undergraduate students enrolled Fall 2019 (8/1/2019 to 10/31/2019) still enrolled as of 8/1/2020 624

Retention 32.8%

** Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than one year in length who would not be expected to be retained in the following year.*

Current regulations require the institution to disclose its retention rate as reported to the Integrated Postsecondary Education Data System (IPEDS). The University's FTFT bachelor's retention rate reported to IPEDS is shown in the table below.

Retention Rates for FTFT Bachelors Students (IPEDS)

Count of FTFT bachelors students enrolled Fall 2019 (8/1/2019 to 10/31/2019) 960

Count of FTFT bachelors students enrolled Fall 2019 (8/1/2019 to 10/31/2019) still enrolled as of 8/1/2020 397

Retention 41.4%

Institutional Retention Rates

The University's institutional retention rates reflect the percentage of students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 - June 30). A student is deemed "retained" if he or she posted attendance in his or her fourth class within the following time frames: (i) associate, 175 days; (ii) bachelor's, 175 days; (iii) master's, 210 days.

Institutional Retention Rates

Associates Institutional	58.9%
Bachelors Institutional	72.0%
Masters Institutional	74.4%

Student Diversity

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the Integrated Postsecondary Education Data System (IPEDS). Data reported are for enrolled full-time students.

Table 1 represents all enrolled students from July 1, 2019, through June 30, 2020. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2019, through June 30, 2020, time frame are shown in Table 2.

Table 1: All Enrolled Students by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Total Enrollment	153,742	100%
Male	48,268	31.4%
Female	105,474	68.6%
Nonresident Alien	467	0.3%
Hispanic/Latino	16,276	10.6%
American Indian or Alaskan Native	988	0.7%
Asian	2,440	1.6%
Black/African American	30,325	19.7%
Native Hawaiian or Other Pacific Islander	974	0.6%
White	40,021	26.0%
Two or more races	3,592	2.3%

Table 1: All Enrolled Students by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Total Enrollment	153,742	100%
Unknown	58,659	38.2%

Table 2: Pell Grant Recipients by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Pell Grant Recipients	57,899	100%
Male	14,633	25.3%
Female	43,266	74.7%
Nonresident Alien	30	0.0%
Hispanic/Latino	6,371	11.0%
American Indian or Alaskan Native	407	0.7%
Asian	542	0.9%
Black/African American	13,555	23.4%
Native Hawaiian or Other Pacific Islander	329	0.6%
White	14,116	24.4%
Two or more races	1,606	2.8%
Unknown	20,943	36.2%

Note: information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2019, to June 30, 2020). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2019, to June 30, 2020 time frame.

Types of Education in Which Graduates Enroll

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding the types of graduate and professional education in which graduates of the institution's four-year degree programs enrolled.

Approximately 24% of students who completed a bachelor's degree from University of Phoenix between July 1, 2019, and June 30, 2020, went on to enroll in a graduate or professional program. The most common programs students enrolled in are as follows:

- Business Administration and Management
- Healthcare Administration/Management
- Psychology
- Management Information Systems
- Mental Health Counseling

The data is derived from the IPEDS Completions Survey (July 1, 2019, to June 30, 2020, data) and the National Student Clearinghouse Student Tracker to identify enrollment in graduate programs as of December 31, 2020.

Working Alumni

Based on responses from the Alumni Association's 2012 survey, the following represents the types of industry in which our alumni work:

University of Phoenix Alumni Employment by Industry*

Health Services	17%
Education	16%
Manufacturing	5%
Retail Trade (Non-Restaurant)	5%
Technology	5%
State and Local Government	5%
Business Services	2%
Social Services	2%
Insurance	2%
Transportation	2%
Finance/Financial Services	2%
Banking	2%
Military	2%

*Question #28: In what industry do you work? Bases: Respondents who are employed - 13,507

Alumni Occupations

The following represents occupations of University of Phoenix alumni based on a survey completed in 2012 between Jan 25 and March 2 by 13,507 respondents::

University of Phoenix Alumni Occupation*

Engineer / Architect (including technology)	2%
Finance / Accountant	5%
Teacher / Educator / Education Administrator	10%
Sales / Marketing Representative	4%
Registered Nurse / Other Nursing Professional	6%
Executive / Manager / Administrator	9%
Operations / Production	6%
Technician / Technologist	4%
Other Health Professional	4%
Protective Services (Police, Fire, Security)	3%
Admin Support, Records / Data Processor	8%
Consultant	2%
Human Resources	2%
Psychologist, Counselor, Social Worker	2%
Business Owner	3%
Other	22%

*Question #29: What is your occupation? Bases: Respondents who are employed - 13,507.

Title II of Higher Education Act-Academic Year 2017-2018

In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University's program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers, also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. This is an overview of the information contained in the Institutional Report for University of Phoenix.

To view these reports by state, please visit
<https://title2.ed.gov/Public/Home.aspx>

Title II HEA Pass-Rate Information

Program completers achieved the following scores for academic year 2017–2018:

Arizona

Traditional Assessment Data

Professional knowledge — Elementary: 98%

Professional knowledge — Secondary: 100%

Professional knowledge — Early Childhood: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: 99%

Aggregate content areas: 98%

Special populations: 96%

Alternative Assessment Data

Aggregate summary all tests: Fewer than 10 candidates, score not provided

California

Traditional Assessment Data

California basic educational skills test (CBEST): 100%

Reading instruction competence assessment (RICA) — Elementary only: 69%

Aggregate content areas: 99%

Alternative Assessment Data

California Basic Educational Skills Test (CBEST): 100%

Reading instruction competence assessment (RICA) - Elementary only: 100%

Aggregate content areas: 100%

Colorado

Aggregate summary all tests: 92%

Hawaii

Aggregate basic skills: 100%

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate summary all tests: 100%

Indiana

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Missouri

Aggregate academic knowledge: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Aggregate summary all tests, combined 3 academic years: 93%

Nevada

Aggregate basic skills: Fewer than 10 candidates, score not provided

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Aggregate teaching special education: Fewer than 10 candidates, score not provided

Aggregate summary all tests: 82%

New Mexico

Aggregate basic skills: Fewer than 10 candidates, score not provided

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate summary all tests, combined 3 academic years: 82%

Texas

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

Utah

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate teaching special populations: Fewer than 10 candidates, score not provided

Aggregate summary all tests, combined 3 academic years: 100%

Program Information for Academic Year 2017–2018

	AZ	CA	CO	HI	IN	MO	NM	NV	TX	UT
Number of students enrolled	6,256	930	46	64	7	4	30	61	4	8
Number of students in student teaching	509	164	13	17	1	2	7	13	1	6
Number of supervising faculty including part- and full-time	237	48	9	5	1	1	2	7	1	2
Student-to-faculty ratio for student teaching	2:1	3:1	1:1	3:1	1:1	2:1	3:1	2:1	1:1	3:1
Average hours per week in student teaching	40	40	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	12	12	16	13	14	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No	No	No

Federal Financial Aid Application Process

To begin the federal financial aid process, students must complete the Free Application for Federal Student Aid (FAFSA), available at <https://fafsa.gov>. This is the first step in determining a student's eligibility for federal financial aid.

Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program. Admissions and program requirements vary by state.

Please refer to the Academic Catalog for state- and/or program-specific information at

<https://www.phoenix.edu/degrees/academic-catalog.html>

In addition to the FAFSA, the following may be required to be completed during the federal financial aid process:

- Annual Student Loan Acknowledgment
- Federal Direct Loan Master Promissory Note (MPN)
- Entrance counseling

A student should reapply for financial aid prior to the start of each new academic year.

Referrals to the Office of Inspector General

University of Phoenix is required by law to make referrals to the Office of Inspector General any time there is credible information or evidence that an applicant (student) may have engaged in fraud or other criminal misconduct in connection with the application involving federal financial aid programs.

Federal, State and Institutional Financial Aid Programs

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program at the University can apply for federal financial aid as a means of assisting with financing their education. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions.

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Students should contact Student Financial Services at 866.766.0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at

<https://www.phoenix.edu/campus-locations.html>

General Eligibility Requirements

General eligibility requirements that must be met prior to a student receiving federal financial aid for most federal, state, and institutional funding are as follows:

- Must file a FAFSA for the current award year
- Must be admitted as a degree-seeking student to a qualified undergraduate, post-baccalaureate, graduate, or eligible certificate program
- Must be a U.S. citizen or eligible non-citizen
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau)
- Must be registered with the Selective Service Administration, if required by law
- Must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program*
- Must be enrolled at least half time to be eligible for Direct Loan Program funds
- Must not be in default on any prior federal student loan

- Must be meeting the University's Financial Aid Satisfactory Academic Progress standards
- Must submit all requested documents and those documents must not be found to limit the student's eligibility
- Must not owe an overpayment on any federal financial aid grant or federal Direct Loan program funds
- Must have a high school diploma or GED certificate, or pass a test approved by the U.S. Department of Education, or have completed a high school education in a home school setting approved under state law

For additional eligibility requirements, visit

<https://studentaid.gov/understand-aid/eligibility/requirements>

** Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of credits for the primary program have been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.*

Victims of Natural Disaster

If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as income for calculating the family's EFC. Students should contact their Finance Advisor for further information.

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants may be awarded to undergraduate students who have not earned a bachelor's or a professional degree. The amount of aid students can receive varies depending on their financial need, cost of attendance and other eligibility criteria.

Students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent: <https://studentaid.gov/understand-aid/types/grants/pell/calculate-eligibility>

For more detailed information on eligibility and how to apply for the Federal Pell Grant, visit <https://studentaid.gov/understand-aid/types/grants/pell>

For additional information on how the University calculates and awards Pell Grants, please review the

Federal Pell Grant/IASG Policy in the Financial Aid Policies appendix.

For additional information on how the University calculates and awards Pell Grants, please review the

Federal Pell Grant/IASG Policy in the Financial Aid Policies appendix.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduate students pursuing their first bachelor's degree and demonstrating exceptional financial need. Federal Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for an FSEOG. The FSEOG does not have to be repaid.

For more detailed information on eligibility and how to apply for FSEOG, visit: <https://studentaid.gov/understand-aid/types/grants/fseog>

Iraq and Afghanistan Service Grant (IASG)

A student whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after Sept. 11, 2001, may be eligible to receive the Iraq and Afghanistan Service Grant if:

- The student is pursuing a first bachelor's degree;
- The student is not eligible for a Federal Pell Grant on the basis of the student's Expected Family Contribution (EFC) but meets the remaining Federal Pell Grant Eligibility requirements; and
- At the time of the parent/guardian's death, the student was less than 24 years old OR enrolled at least part time at an institution of higher education

The maximum award of the IASG is equal to the maximum Federal Pell Grant that is available for the award year, but cannot exceed the student's cost of attendance when coordinated with the student's other financial aid awards. As required by the Budget Control Act of 2011 (the sequestration law), award amounts for any IASG that is first disbursed on or after October 1, 2020, and before October 1, 2021 must be reduced by 5.7 percent. This amount changes every year based on the Budget Control Act.

For more detailed information on eligibility and how to apply for the IASG, visit <https://studentaid.gov/understand-aid/types/grants/iraq-afghanistan-service>

For additional information on how the University calculates and awards IASG grants, please review the Federal Pell Grant/IASG Policy in the Financial Aid Policies appendix.

State Grants

Students may also be eligible to receive funding through state grant or scholarship programs, where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact Student Financial Services at (866)766-0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at: <https://www.phoenix.edu/campus-locations.html>

The actual amount of state grants awarded to any student is contingent on the availability of funds. The University cannot guarantee any funding from the state grant sources listed, as the list is subject to change without notice based upon changes in state budgetary constraints, state law or regulation, and/or University participation

For information regarding the grants offered by states - how to apply, eligibility, deadlines, etc. - see the list of programs and their respective websites and phone numbers below. For additional specific eligibility information, the institution may contact you directly when determining grant eligibility. Please note that states sometimes change eligibility requirements for existing grant programs or even eliminate programs for a period of time.

ARIZONA

Arizona Commission for Postsecondary Education (ACPE)

602.258.2435

<https://higher.ed.gov>

Leveraging Educational Assistance Partnership (LEAP) Grant
<https://azgrants.az.gov/arizona-leveraging-educational-assistance-partnership-azleap>

OHIO

Ohio Higher Ed

<http://www.ohiohighered.org/>

Ohio College Opportunity Grant Program
Tamika Braswell

614.728.8862

<https://www.ohiohighered.org/ocog>

Ohio War Orphans Scholarship

Amber Brady

(614) 752-9528

<https://www.ohiohighered.org/ohio-war-orphans>

VERMONT

Vermont Student Assistance Corp (VSAC)

800.882.4166 | Burlington area 802.654.3750

<https://www.vsac.org>

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

<https://www.vsac.org/about/our-outreach-programs/gear-up>

Vermont Incentive Grant Program

<https://www.vsac.org/pay/student-aid-options/grants>

Scholarships

The University of Phoenix website has a comprehensive scholarship section at https://www.phoenix.edu/tuition_and_financial_options/scholarships.html to aid students in their scholarship efforts. This website features scholarships offered by University of Phoenix, links to various external scholarships through iGrad, scholarship resources, tips, answers to frequently asked questions (FAQ) and more.

Federal Scholarships

Children of Fallen Heroes Scholarship

A Federal Pell Grant-Eligible student whose parent or guardian died in the line of duty while serving as a public safety officer is eligible, under the Children of Fallen Heroes Scholarship, to receive a maximum Federal Pell Grant award.

To qualify for this scholarship, a student must:

- Be otherwise eligible for the Federal Pell Grant;
- Have a Federal Pell Grant eligible EFC
- Be less than 24 years of age OR enrolled at an institution of higher education at the time of the parent or guardian's death

Definition of a public safety officer:

- Defined in section 1204 of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3796b):
- an individual serving a public agency in an official capacity, with or without compensation, as a law enforcement officer, as a firefighter, or as a chaplain;
 - an employee of the Federal Emergency Management Agency who is performing official duties of the agency in an area, if those official duties-
 - are related to a major disaster or emergency that has been, or is later, declared to exist with respect to the area under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.); and
 - are determined by the director of the Federal Emergency Management Agency to be hazardous duties;
 - an employee of a state, local, or tribal emergency management or civil defense agency who is performing official duties in cooperation with the Federal Emergency Management Agency in an area, if those official duties-
 - are related to a major disaster or emergency that has been, or is later, declared to exist with respect to the area under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.); and
 - are determined by the head of the agency to be hazardous duties; or
 - a member of a rescue squad or ambulance crew who, as authorized or licensed by law and by the applicable agency or entity, is engaging in rescue activity or in the provision of emergency medical services.
- A fire police officer, defined as an individual who is serving in accordance with State or local law as an officially recognized or designated member of a legally organized public safety agency and provides scene security or directs traffic in response to any fire drill, fire call, or other fire, rescue, or police emergency, or at a planned special event.

Students who believe they qualify for this scholarship must notify the University's Student Financial Services at StudentFinancialServices@phoenix.edu or 888-346-8679 and provide any required documentation requested. The University will determine, based on the documentation submitted, whether or not the student meets the eligibility criteria

Institutional Scholarships

University of Phoenix offers a number of institutional scholarships to current or potential students. The University website, https://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html is updated regularly for institutional scholarships, qualifications and selection criteria as opportunities become available.

External Scholarships

External scholarships are available to the general public, which may include University of Phoenix students. Private outside entities develop and fund external scholarships. A student's eligibility for an external scholarship depends on qualifying requirements that vary from scholarship to scholarship as determined by the provider. We've worked with iGrad to provide a search tool with a list of many available national and local scholarships. Current students can access iGrad directly through the student portal. Prospective students can create an iGrad account at <https://phoenix.igrad.com/> to learn more.

University Tuition Adjustments

The University understands that from time to time a student may experience an unexpected financial hardship impacting his/her ability to pay a tuition and fee balance owed to the University. The University offers several programs to assist these students. These programs will have varied eligibility criteria and may require the student exhaust all other forms of federal financial aid including Federal Pell Grant and Direct Subsidized and Unsubsidized Loans. Students who are experiencing a financial hardship and wish to be considered for these programs should speak with their Financial Advisor.

Note: The University reserves the right to discontinue these programs without advance notice.

Loans

Federal Direct Loan (DL) Program

Direct Loans, from the William D. Ford Federal Direct Loan Program, are low-interest loans for eligible students to help cover the cost of higher education. Eligible students borrow directly from the U.S. Department of Education at participating schools.

Direct Subsidized Loans - Direct Subsidized Loans are for students with financial need. The University will review the results of the FAFSA and determine the amount a student can borrow. The student is not charged interest while enrolled in school at least half-time.

Direct Subsidized Loan Time Limitation Note: Federal regulations limit a first-time borrower's* eligibility for Direct Subsidized Loans to a period not to exceed 150% of the length of the borrower's educational program. Under certain conditions, first-time borrowers who have exceeded the 150% limit may lose the interest subsidy on outstanding Direct Subsidized Loans. For more detailed information on Direct Subsidized Loan Time Limitation, visit <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized#eligibility-time-limit>

Direct Unsubsidized Loans - Direct Unsubsidized Loans are available to students with and without financial need. Like subsidized loans, the University will review the results of the FAFSA to determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan, even while the student is in school, beginning on the date the loan is initially disbursed. The student can pay the interest, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN), <https://studentaid.gov/app/launchMpn.action> and the Direct Loan Disclosure Statement

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/subUnsubHTMLPreview.action>, attached to the Master Promissory Note (MPN)

For more detailed information on eligibility and how to apply for the Federal Direct Loan Program, visit <https://studentaid.gov/understand-aid/types/loans>

** Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on an FFEL Program Loan on July 1, 2013*

Federal Direct PLUS Loan for Parent(s)

Parents of dependent students may apply for a Direct PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or pursue an endorser. If a parent is unable to secure a Direct PLUS Loan, the dependent student may be eligible for additional unsubsidized loans.

Terms and Conditions - Students whose parent(s) receive a PLUS Loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at <https://studentaid.gov/app/launchMpn.action>

Borrower's Rights and Responsibilities - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/mpnPlusHTMLPreview.action>, attached to the Master Promissory Note (MPN).

For more detailed information on eligibility and how to apply for Direct Parent PLUS Loans, visit <https://studentaid.gov/understand-aid/types/loans/plus>

Federal Direct PLUS Loan for Graduate and Professional Degree Students

Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses at a fixed interest rate. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or to obtain an endorser.

Award Amount - Students are eligible to receive a Graduate PLUS Loan award up to their academic year cost of attendance (COA) minus any other financial assistance received.

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at <https://studentaid.gov/app/launchMpn.action>

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, <https://studentaid.gov/app/mpnPlusHTMLPreview.action> attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more detailed information on eligibility and how to apply for the Direct PLUS Loan for Graduate and Professional students, visit <https://studentaid.gov/app/launchPLUS.action?plusType=graPlus>

For information regarding Federal Student Loan Interest Rates, including Direct PLUS Loans, please visit <https://studentaid.gov/understand-aid/types/loans/interest-rates>

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

Federal Direct Subsidized and Unsubsidized Annual and Aggregate Loan Limits are as follows:

Grade Level	Dependent Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
1 Freshman	\$5,500 - No more than \$3,500 of this amount can be a subsidized loan	\$9,500 - No more than \$3,500 of this amount can be a subsidized loan	\$20,500 Unsubsidized Loan only.* The aggregate amounts for graduate students include loans for undergraduate study.
2 Sophomore	\$6,500 - No more than \$4,500 of this amount can be a subsidized loan	\$10,500 - No more than \$4,500 of this amount can be a subsidized loan	
3 & 4 Junior and Senior	\$7,500 - No more than \$5,500 of this amount can be a subsidized loan	\$12,500 - No more than \$5,500 of this amount can be a subsidized loan	
Maximum total loan debt (aggregate loan limits)	\$31,000 -No more than \$23,000 of this amount may be in subsidized loans	\$57,500 -No more than \$23,000 of this amount may be in subsidized loans	\$138,500 -No more than \$65,500 of this amount may be in subsidized loans. The aggregate amounts for graduate students include loans for undergraduate study.

Undergraduate certificate programs - Loan limits are based on the length of the program. For certificates that are less than an academic year, the \$9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. Students in undergraduate certificate programs that are greater than an academic year cannot borrow more than the Grade Level 1 loan limits for each academic year. Final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year): Loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.

A student whose parent cannot obtain a PLUS Loan is allowed to borrow additional unsubsidized federal Direct amounts up to the amounts available to independent undergraduate students. Student dependency status will be determined based on answers to questions on the FAFSA.

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, please visit

<https://studentaid.gov/edgov/types/loans/interest-rates>

Interest Rate Cap for Military Members

During military service, students who qualify under the Servicemembers Civil Relief Act may be eligible for a 6% interest rate cap on the loans obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit.

In addition, no interest is charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after Oct. 1, 2008, while a borrower is serving on active duty or performing qualifying National Guard duty during a war, other military operation or national emergency, and serving in an area of hostilities qualifying for special pay. Qualifying students should contact their loan servicer for eligibility details and to request this benefit.

Prior Federal Loans and Financial Aid History

Federal financial aid borrowers can check the interest rate, servicer information and other financial aid history via the National Student Loan Data System (NSLDS) at

https://nslds.ed.gov/nslds/nslds_SA/

State Loans

The University does not actively participate in nor promote any specific state loan programs. Students interested in a state loan program should contact their respective state for information on rates, how to apply, and any terms and conditions. The University will complete and provide information to the state for any state loans that have been requested as required. Based on University records, students have recently received state loans from the following states:

Arizona

Arizona Commission for Postsecondary Education (ACPE)

(602) 258-2435

<https://higher.ed.gov>

Arizona Teacher Student Loan Program (formerly Math, Science, and Special Education Teacher Loan Forgiveness Program)

<https://azgrants.az.gov/arizona-teacher-student-loan-program-formerly-math-science-and-special-education-teacher-loan>

New Jersey

Higher Education Student Assistance Authority

<https://www.hesaa.org/Pages/Default.aspx>

NJCLASS Family Loan

<https://www.hesaa.org/Pages/NJCLASSHome.aspx>

Ohio

Ohio Higher Ed

<http://www.ohiohighered.org/>

Nurse Education Assistance Loan Program (NEALP)

Tamika Braswell

(614) 728-8862

<https://www.ohiohighered.org/nealp>

Vermont

Vermont Student Assistance Corp (VSAC)
(800) 882-4166 | Burlington area (802)-654-3750
<https://www.vsac.org/>

Vermont Student Assistance Corp Loan
<https://www.vsac.org/student-loans>

Private Student Loans

Private loans may be available for both students and parents who are not eligible for need-based federal financial aid or who want to supplement their federal and/or state financial aid. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. For debt management purposes, the University encourages applicants to first complete the federal financial aid application to determine eligibility for grants and federal direct loans and to borrow wisely, utilizing funding solely for direct educational expenses related to attendance at the University.

Students applying for a private loan are required to complete a Self-Certification form before the lender can disburse funds to the University. Students complete the form directly with the lender. However, the University may assist in completion of applicable sections of the form. If a student requests a self-certification form, the University will provide the written or electronic form developed by the Secretary. The lender determines eligibility and amounts are limited to the cost of attendance minus other aid, including discounts and any other resources received.

For more information on the difference between federal and private loans, please visit <http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/>

Financial Aid Awarding

For students who have completed all required financial aid materials, the University will evaluate student eligibility for federal, state and institutional aid programs. State grant program eligibility is determined by each state authority. The University is notified of student eligibility by the state authority. Institutional grant and scholarship eligibility determination will vary.

Academic Year Requirements for Financial Aid Recipients

The University defines its academic year as follows:

- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.
- Associate programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time.
- Associate programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time.
- Bachelor's programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master's programs are a minimum of 24 credits and 48 weeks of instructional time.
- Competency Based Education (CBE) Programs are a minimum of 24 credits and 32 weeks of instructional time
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

Note: The academic year definition may vary based on program level, version and course length.

The academic year begins with the first eligible course of a degree program and ends when a student successfully completes both the credits and weeks of instructional time requirements. An academic year has no calendar time constraints and continues through periods of nonattendance that are less than 180 days until both the credit and weeks requirements are met. A week of instructional time is a week (a consecutive seven-day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation or homework. An academic year that begins before a previous existing academic year has ended is considered an overlapping academic year.

Students who overlap courses or take courses concurrently may be required to complete additional credits to meet the number of weeks of instructional time required to complete the academic year.

The academic policy of the University prohibits a student from taking more than two courses concurrently without written approval from the Campus Director of Academic Affairs. Please refer to the University's Academic Year Definition Policy found within the University's Academic Catalog for further information.

Cost of Attendance

The cost of attendance (COA) is used in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The following chart lists the University's current COA. To learn more about the University's COA, refer to the Cost of Attendance Policy in the appendices.

Cost of Attendance Components	Undergraduate Certificate***	Associate 9-Week	Associate 5-Week	Bachelor's Degree (non-CBE)	Graduate Certificate ****	Master's Degree (non-CBE)	Degree CBE	Doctoral Certificate	Doctoral Degree
Tuition*	\$8,274	\$9,480	\$9,480	\$9,336	\$12,294	\$15,600	\$7,200	\$12,150	\$19,368
rEsource Fees	\$1,197	\$1,368	\$1,368	\$1,368	\$1,170	\$1,560	-	\$1,020	\$1,632
Living Expense/ Loan Fees**	Total: \$7,857	Total: \$7,866	Total: \$8,740	Total: \$8,750	Total: \$7,893	Total: \$10,548	Total: \$7,016	Total: \$7,032	Total: \$10,512
Room and Board	\$5,265	\$5,265	\$5,850	\$5,850	\$5,265	\$7,020	\$4,680	\$4,680	\$7,020
Transportation/ Miscellaneous/ Personal care Expenses	\$2,556	\$2,556	\$2,840	\$2,840	\$2,556	\$3,408	\$2,272	\$2,272	\$3,408
Loan Fees	\$36	\$45	\$50	\$60	\$72	\$120	\$64	\$80	\$84
Annual COA	\$17,328	\$18,714	\$19,588	\$19,454	\$21,357	\$27,708	\$14,216	\$20,202	\$31,512

*The tuition component is based on a per credit weighted average for each credential level across the entire University

**The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board. Living expenses include allowances for room and board, transportation and miscellaneous educational expenses

***The figures provided for undergraduate programs are illustrative and based on 21 credits.

****The figures provided for graduate certificate programs are illustrative and based on 18 credits

For detailed information regarding actual tuition fees for programs and locations, contact a finance advisor or visit the tuition and fees web page https://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html. For a list and definitions of all tuition and mandatory fees, including rEsource Fee, at the University, visit: <https://www.phoenix.edu/degrees/academic-catalog.html>

Grade-Level Determination

Determination of grade level is an important part of calculating eligibility for federal and state financial aid. The University determines the student's grade level by calculating the total number of credits that were completed at the beginning of an academic year. For example, a student with 12 transfer credits at the start of his or her program at the University will be considered a grade level 1 student. After the completion of one academic year of 24 credits, the student will have a total of 36 credits completed, making the student eligible for grade level 2 loans in his or her second academic year.

The following chart illustrates the number of credits required to complete each grade level.

Undergraduate Grade-Level Determination

Grade Level	Credits Completed for Primary Program (Includes Transfer Credit)
GL 1 (freshman)	0-24
GL 2 (sophomore)	25-48
GL 3 (junior)	49-72
GL 4 (senior)	73+

Note: A student in a two-year program cannot receive more than a grade level 2 (GL 2) annual loan limit in any given year, no matter how long it takes to complete the program. A student in an undergraduate certificate program cannot receive more than a grade level 1 (GL 1) annual loan limit in any given year, no matter how long it takes to complete the undergraduate certificate. For information on academic year definitions, please see the Academic Year Definition Policy in the Financial Aid Policies appendix.

Verification

A federal financial aid student may be selected for verification by the U.S. Department of Education Central Processing System (CPS). The CPS prints an asterisk next to the expected family contribution (EFC) on the Student Aid Report (SAR) or SAR Acknowledgement to identify the student has been selected for verification. The purpose of verification is to maintain the integrity of federal financial aid programs by verifying the information provided by students and parents on financial aid applications. For further information on the verification process and actions required, refer to the Verification Policy.

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis. Special circumstances will include conditions that differentiate an individual student from a whole class of students and those impacted by a federally declared major disaster, as defined in the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)).

The University will not accept professional judgments made for a student by another school but will independently review the circumstances and, if appropriate, document the professional judgment decision. The decision of the University regarding professional judgment is final and cannot be appealed to the U.S. Department of Education.

If a student wishes to request a professional judgment, the student should email Student Financial Services at StudentFinancialServices@phoenix.edu or speak over the phone at 1-888-346-8679.

The following are a few examples of when the University may make a professional judgment:

- elementary or secondary school tuition,
- medical or dental expenses not covered by insurance,
- nursing home expenses not covered by insurance,
- dependent care,
- childcare costs,
- a student who is a dislocated worker,
- the loss of employment of an independent student,
- cases where a family member is a dislocated worker,
- cases where a change in the student's housing status results in homelessness,
- recent unemployment of a family member whose income is included,
- other changes in the family's income, assets or a student's status,
- number of parents enrolled at least half-time in a degree, certificate, or other program leading to a recognized educational credential at an institution with a program participation agreement

NOTE: The use of professional judgment is neither limited to nor required in the situations mentioned above. The University will complete verification before exercising professional judgment for students who have been selected for verification.

Conflicting Information

The University must identify and resolve discrepancies in the information received from different sources that affect a student's eligibility for federal student aid. Some of these areas include but are not limited to:

- All student applications (e.g. Admissions Application, FAFSA, etc.)
- Need analysis documents received from ED (e.g., Institutional Student Information Records (ISIRs))
- Federal Tax Return Transcripts and copies of federal tax returns
- Information regarding a student's citizenship
- Previous educational experience (e.g., school credentials such as a high school diploma)
- Documentation of the student's Social Security Number (SSN)
- Late arriving aid from third party sources (see Other Resources section below)
- Other factors relating to the student's eligibility for Federal Student Aid Programs (e.g., compliance with the Selective Service registration requirement)

Other Resources

Students are required to disclose financial assistance (i.e., other resources) that will be paid by a third party on their behalf. Based on the type of other resource received, it may be considered estimated financial assistance (EFA). If it is considered EFA, it will be included in determining if the student's assistance exceeds the cost of attendance. For examples of other resources, please refer to the Packaging Philosophy Policy.

A student must have financial need to receive all federal financial aid funds except for Direct Unsubsidized and PLUS Loans under the Direct Loans program. As such, a student's expected family contribution and other resources will be subtracted from the cost of attendance when determining eligibility for federal financial aid (Title IV). All awards, including need and non-need-based aid, cannot exceed a student's annual cost of attendance.

If the University receives other additional resources that cause the student to exceed the cost of attendance, it will adjust the awards appropriately to eliminate the overaward. This may include reducing future disbursements for a second or subsequent payment period or returning awards to the funding source. Funds will be returned in the order most beneficial to the student. Please refer to the Overawards and Overpayments Policy for further information.

Satisfactory Academic Progress

Information regarding University academic progress standards for individual programs and information regarding the University's Program and Cumulative Grade Point Average policy may be found under the Academic Policies section of the appropriate University Academic Catalog at <https://www.phoenix.edu/degrees/academic-catalog.html>

Information regarding satisfactory academic progress for financial aid recipients can be found in the Federal Financial Aid Satisfactory Academic Progress (SAP) Policy.

Satisfactory Academic Progress for VA Education Benefits

To receive Department of Veterans Affairs (VA) education benefits, a student must maintain satisfactory academic progress (SAP) and conduct accordingly; benefits will be terminated for individuals who are disqualified, suspended or expelled from the University.

Academic Probation

Academic probation (AP) shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program-applicable courses. Concurrent enrollment is prohibited during the four-course AP sequence.

Associate degree students enrolled online should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR and AAPF). In graduate programs, the four-course sequence excludes any undergraduate prerequisite courses.

Financial aid students will continue to receive funds during the probationary period.

Veteran students will continue to receive VA education benefits during the probation period.

The veteran will be informed of the probation, and a notation to the student VA file will be recorded when the probationary period commenced.

Academic Disqualification

Academic disqualification (AD) will result if a student fails to clear an academic probation status within four courses from the onset of probation. Veteran students will not be eligible for VA educational benefits after disqualification. The VA and student will be notified of the disqualification. To reapply, a formal application for admission must be submitted in accordance with University admission procedures. In addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent; and why they should be given favorable consideration for readmission.

The readmission file will be reviewed by the Student Appeals Center and a decision reached regarding readmission. If approved, the student would be required to complete all program requirements in effect at the time of readmission. An application for VA education benefits will also be necessary to re-establish benefits with University of Phoenix. If readmission to the University is approved, please contact your Academic Advisor to determine if your chosen program remains eligible for VA education benefits.

Student Financial Responsibilities, Policies and Options

Student Financial Responsibilities

The University will invoice students for all courses and mandatory fees anticipated for a payment period, which represents half of the student's academic year. A payment period typically includes four courses. Students are responsible for ensuring all tuition and mandatory fees are paid, whether in attendance or not. Students can access account balances and student account information on the student portal. When a student is considered administratively, officially or unofficially withdrawn from his or her program, the University must determine how much federal financial aid funds were earned and return any unearned portion to the appropriate federal financial aid program(s). As a result, the withdrawn student may owe payment to the University or may be eligible to receive a refund.

Meeting Financial Plan Obligations

Students are subject to finance approval by Financial Services prior to enrolling in a course. Tuition, mandatory fees, and sales tax, if applicable, for each course must be paid according to the terms of the primary financial option indicated in the student's Financial Plan located on the student website. Students may not be allowed to attend courses if a payment is due or if paperwork is required. All necessary paperwork or payment arrangements should be resolved prior to the course deadline.

A student may be administratively withdrawn from the program for failure to make payment in accordance with the Student Responsibility to Pay Agreement. Students who are administratively withdrawn will not be permitted to attend a future course until the amount owed is paid in full or satisfactory payment arrangements are made. In addition, students are required to be in compliance with University financial policies before grades and transcripts will be issued or the degree awarded, unless otherwise required by law. If payment for tuition and electronic course materials fees is not received, the student may be withdrawn from the program and subjected to the collections process. The University reserves the right to refer your delinquent account to a 3rd party collection agency. All costs of collection, court costs and reasonable attorneys' fees may be added to delinquent accounts collected through third parties.

Tuition

Information regarding the University's tuition rates is published in the University's Academic Catalog's Tuition and Fees section.

Mandatory Fees

Information regarding the University's mandatory fees is published in the University's Academic Catalog's Tuition and Fees section.

State Tax

The University will collect sales tax on tuition, mandatory fees, digital goods or access to digit information as required by state law. Contact Student Financial Services for the current list of states requiring sale tax to be collected.

Financial Policies

Multiple-Tuition Discount Policy

The University offers various promotional offers which may have overlapping active periods. Students will receive all promotional offers for which they qualify per each promotions eligibility standards. There are some promotions which may not combine with other offers. If you have a question regarding not receiving promotional benefits for which you believe you qualify please contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 888.346.8679.

Payment Policies

Payments are accepted on the student portal at <http://my.phoenix.edu> by check, credit card or debit card Student Financial Services can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

University of Phoenix

Dept 880175
P.O. Box 29650
Phoenix, AZ 85038-9650

If a credit card or a debit card is provided with a completed Authorization to Charge form, tuition, mandatory fees, and applicable sales tax will be charged to that card. Automatic payments are set prior to each course upon request.

The University is not responsible for fees or penalties incurred as a result of payment with a debit card or other restrictive payment cards. The student should contact his or her financial institution for account balances, daily transaction limits and other restrictions.

Tuition Refund Policy

Institutional

The following provisions pertain to all refund policies applied by the University, unless specifically stated otherwise.

- Students who withdraw from a course prior to the start date will receive a 100% refund for that course.
- Students who have completed 60% or less of the course are eligible for a pro rata refund. The pro rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course. *
- The University does not refund tuition for any completed course.

When a student begins a program under Applicant (RR) status, pending the completion of the student admission file, and is subsequently denied admission, the student may be eligible for a full tuition refund. A request for such a refund must be made in writing to a Financial Advisor within 60 days of the denied admission.

Here is an illustrative example of a refund for a 5-week course at the University:

Weeks Attended	Refund for 5-Week Course
1 Week	80% Refund
2 Weeks	60% Refund
3 Weeks	40% Refund
4 Weeks	No Refund
5 Weeks	No Refund

** Attendance for doctoral residency is submitted after the student has attended and completed all days in the residency.*

rEsource fees are nonrefundable, unless prohibited by law. A student who withdraws from a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within 180 days of the course's original start date.

State

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. In the event that there is a conflict in the policies, the state policy will supersede the general University policy, unless the University policy is better for the student's situation. These policies are outlined below.

Arizona

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement. Otherwise, students in Arizona will have tuition refunded using the University Institutional Refund Policy.

California

Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception: Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus services operations manager at the appropriate address listed below.

Refund administrative address for students attending any of the four California regions (Southern California, San Diego, Central Valley and Sacramento Valley):

University of Phoenix

3110 E Guasti Road
Ontario, CA 91761

Refund administrative address for California residents attending Online:

University of Phoenix

4035 S Riverpoint Pkwy.
Phoenix, AZ 85040

Nevada

Students in the state of Nevada will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- If it is determined the University substantially failed to furnish the program agreed upon in the enrollment agreement, the University will refund to the student all the monies paid.
- If the student withdraws, or is expelled, after the start of the first class session and before the completion of more than 60% of the program, the institution shall refund to the student the tuition agreed upon in the enrollment agreement in accordance with the University's Institutional Refund Policy, minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- Students who cancel enrollment any time before the start of the first class session will receive a full refund of all monies paid minus 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- The University may retain any nonrefundable deposit paid to secure a position in the program upon acceptance.

- Refunds will be paid to the person who paid the tuition within 15 calendar days after one of the following, whichever is applicable:
 - The date of cancellation by a student of his or her enrollment
 - Termination by the University of the enrollment of the student
 - The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
 - The last day of attendance of a student
- For purposes of this refund calculation, the period of attendance is measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.

Online

Online students will be subject to the Arizona refund policy. Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement. Otherwise, students will have tuition refunded using the University Institutional Refund Policy.

Financial Options

Understanding and choosing the right finance plan is critical to the successful completion of the student's selected program. University of Phoenix offers a number of finance plan options to assist student's in managing financial obligations. The University will invoice students for all courses and mandatory fees anticipated for a payment period, which represents half of the student's academic year. A payment period typically includes four courses. The student can utilize one or more of the plans listed below, depending on personal circumstances. For more detailed information regarding actual tuition and fees for programs and locations, please refer to the University's Academic Catalog or contact a finance advisor with any questions regarding financial options and scholarships.

Cash Plan

The Cash Plan is available to students who will be using e-checks or credit cards to pay for tuition and mandatory fees. Under the Cash Plan, tuition and mandatory fees will be assessed and invoiced in a single invoice at the beginning of the payment period, which is payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit <https://www.phoenix.edu/student-orientation/paying-for-school.html>

Federal Financial Aid Plan

The Federal Financial Aid Plan is available to students receiving federal grants, federal loans or both to pay for tuition and mandatory fees. Under the Federal Financial Aid Plan, tuition and mandatory fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

The University will defer payment of applicable tuition and mandatory fees based on anticipated federal grant and/or loan disbursements. The Federal Financial Aid Plan requires all federal aid disbursed to be applied to tuition and mandatory fees invoiced.

Tuition and mandatory fees invoiced but not paid by anticipated or actual federal grant and/or loan disbursements are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit <https://www.phoenix.edu/student-orientation/paying-for-school.html>

Tuition Deferral Plan

The Tuition Deferral Plan is available for students who will receive military education benefits or whose employers offer to repay some or all of their employees' tuition. Under the Tuition Deferral plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Military Education Benefits

The University will directly bill the U.S. Department of Veterans Affairs or U.S. Department of Defense for the student's tuition and will defer payment of applicable tuition invoiced based on these agencies' reimbursement policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

The University does not encourage or require a student using military Tuition Assistance benefits to pay his or her electronic course materials fee prior to attending class.

Employer Tuition Reimbursement

The University will defer payment of applicable tuition invoiced based on when the student will receive reimbursement from his or her employer. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

To learn more, please visit https://www.phoenix.edu/tuition_and_financial_options/financial_options/tuition-deferral-plan.html

Third-Party Billing Plan

The Third-Party Billing Plan is available to students who receive tribal education benefits or whose employer is approved by the University for direct billing of the student's tuition. Under the Third-Party Billing Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period.

Approved Employer

Under the Third-Party Billing Plan, the University will directly bill the employer for the student's tuition and will defer payment of applicable tuition invoiced based on the approved employer's tuition payment policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

American Indian Tribal Nation Education Benefits

Several American Indian tribal nations provide funding for the tuition and electronic materials fees of a student who is a recognized member under the Third-Party Billing Plan. The University will directly bill the American Indian tribal nation and defer payment of applicable tuition and electronic materials fees invoiced based on the American Indian tribal nation's education benefit reimbursement policy and timeline. For more information, please contact tribalrelations2@phoenix.edu

To learn more, please visit https://www.phoenix.edu/tuition_and_financial_options/financial_options/third_party_billing.html

Military Benefits

Veterans Education Benefits

Students who are entitled to federal VA education benefits must make initial contact with a campus Veterans Affairs certifying official. A formal application for admission to the University should be completed before applying for federal VA education benefits. Applications for veteran education benefits should be sent to a local campus point of contact, school certifying official at University of Phoenix central administration or Student Financial Services for submission to the U.S. Department of Veterans Affairs (VA).

Each University of Phoenix program segregated by instructional modality (classroom-based or distance education) requires separate State Approving Agency (SAA) approval for the training of veterans or eligible persons. A student should contact a local campus for information on current approvals. Students who intend to use federal VA educational benefits for a specific program at an institution should confirm the program is eligible for federal VA funding on the WEAMS Institution Search website.

Federal VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the VA can determine eligibility. For information, a student should contact a VA representative at 888 GI BILL 1 (888 442 4551) or review <http://www.gibill.va.gov>

If the VA determines that the student is not eligible for federal VA education benefits or determines that the student's Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition and fees charged by the University.

Students needing to withdraw from the University should provide official notification of their intent to withdraw. Withdrawing may impact federal VA education benefits for the current course, as well as the availability of federal VA education benefits in future courses. Please contact your academic counselor to discuss the impact of withdrawing from a course.

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the educational service officer on the military base. University of Phoenix does not participate in the VA education advanced payment program. More information about veterans benefits can be reviewed at https://www.phoenix.edu/colleges_divisions/military.html

Visit the Department of Veterans Affairs website, <http://www.gibill.va.gov>, for additional information on educational entitlements.

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the U S Department of Veterans Affairs (VA) prior to the start of week 25 of enrollment. The VA may not always pay federal education benefits after week 24 if the VA records indicate the student has a large amount of transfer credits.

Please ensure all prior education transcripts and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University.

Academic credits earned for courses appearing on an official transcript from an accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation.

Transfer credits based on a different unit of credit than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University Office of Admissions and Evaluation or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial, not binding and subject to change.

Students receiving Chapter 30, 32, 33, 35, 1606 and 1607 benefits while attending University of Phoenix North Carolina campuses are required to submit a copy of high school transcripts if they are transferring fewer than 24 credits to University of Phoenix from a previously attended postsecondary institution

Military Tuition Assistance

To obtain federal Military Tuition Assistance, visit your local installation education office or virtual education center to receive college counseling and develop an education plan. From that point, a student can submit a Military Tuition Assistance request; for more information, visit https://www.phoenix.edu/colleges_divisions/military/military-financial-options.html

A student can currently receive 100% of federal tuition assistance from military service, with a \$250 cap per semester hour. Annual tuition assistance limits are determined by each branch of service and are subject to change at any time. If a student wants to apply for Military Tuition Assistance, that student will need to submit a completed authorization form to a military advisor at least two weeks before a course start date.

VA Tuition Assistance Top-Up Benefit

Top-Up allows VA to pay the difference between what Tuition Assistance (TA) pays and the cost of the course. The law prohibits active-duty students from receiving regular Chapter 30 benefits and TA for the same course; however, VA students, to include National Guard and Reserve servicemembers who earned Chapter 30 benefits while on active duty, in receipt of TA may receive the Chapter 30 Top-up benefit. Detailed information about Tuition Assistance Top-up and about applying for Top-up is available on the GI Bill® website, http://www.benefits.va.gov/gibill/tuition_assistance.asp GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

Unearned Tuition Assistance

In alignment with the Department of Defense Memorandum of Understanding (DOD MOU), the University has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60% portion of the period for which the funds were provided.

This policy applies to military service members who receive military Tuition Assistance.

The University will return unearned tuition to the applicable military service as follows:

- a.If a student does not begin attendance at the University, start a particular course, or the course is cancelled by the University, the University will return 100% of any TA funds received.
- b.If a student withdraws from a course TA funds received by the University will be returned on a pro rata basis according to the student's last date of attendance, also known as LDA. The last date of attendance will be used to determine the number of weeks the student attended the course. Once the last date of attendance has been determined, the University will calculate the pro rata percentage by dividing the number of weeks remaining by the total number of weeks in the course. Examples based on course length include:

Here is an illustrative example of a refund for a 5-week course at the University:

Weeks Attended	Refund for a 5-Week Course
1 Week	80% Returned
2 Weeks	60% Returned
3 Weeks	40% Returned
4 Weeks	No Return
5 Weeks	

In instances when a Service member stops attending due to a military service obligation, the University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

c. Unearned tuition assistance funds will be returned to the service unless otherwise directed in writing by the Department of Defense or service.

Servicemember Readmission

Please refer to the Servicemember Readmission Policy in the University's Academic Catalog for further information on the readmissions of servicemembers.

Federal Financial Aid Counseling

Federal Direct Loan Entrance Counseling

The University ensures loan entrance counseling is conducted using an online counseling module for students borrowing Federal Subsidized/Unsubsidized Loans or PLUS Loans for the first time. A link to the iGrad entrance counseling module is displayed within the University financial aid website. Entrance counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- The importance of repayment obligation
- A description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- The impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions

The goal of entrance counseling is to help the borrower understand what it means to borrow federal student loans

Federal Direct Loan Exit Counseling

The University notifies students to complete loan exit counseling online at the U.S. Department of Education website (<https://studentaid.gov/app/counselinginstructions.action?counselingType=exit>) within 30 days of completion of a program, withdrawal from the University or when a student ceases to be enrolled at least half-time. Exit counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- The importance of repayment obligation
- A description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nslds/nslds_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower's maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- The impact of borrower responsibility for accruing interest on the borrower's total debt
- A caution to the borrow about third-party debt relief companies
- Other terms and conditions

A letter is sent to students advising them of the exit counseling requirement This letter includes an attachment with all required exit information The attachment can be found at <https://studentaid.ed.gov/sa/sites/default/files/loan-exit-counseling.pdf>

Federal Loan Repayment

Federal Student Loan Deferments (Postponing Payments)

A deferment is a temporary postponement of payment on your federal student loan(s) that is allowed under certain conditions. Students may be eligible for a variety of deferment options including:

- In-school deferment
- Economic hardship deferment
- Cancer treatment deferment
- Graduate fellowship deferment
- Military service and post-active duty student deferment
- Parent PLUS borrower deferment
- Rehabilitation training deferment
- Unemployment deferment

For students enrolled at least half-time at the university, in-school deferment of federal loans is generally automatic based on enrollment reporting the university provides to the National Student Loan Data System (NSLDS) on a weekly basis. If you are enrolled at the university at least half-time and your federal loans are not automatically deferred, please contact your federal loan servicer and request a loan deferment form. Completed deferment forms may be submitted by fax: (480) 643-1000 or email: studentrecordsspecialists.inbox@phoenix.edu.

For all other deferment options, students should contact their federal loan servicer. More information on each deferment option may be viewed at <https://studentaid.gov/manage-loans/lower-payments/get-temporary-relief/deferment>.

Federal Student Loan Simulator

The Federal Student Loan Simulator is a tool that may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available.

For more information regarding loan payment plans and to simulate other repayment plan options please use the ED's loan simulator tool available at <https://studentaid.gov/loan-simulator/>.

Sample Standard Repayment Calculator Detail

Loan Amount	\$15,000
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Interest Rate	2.8%
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Repayment Summary

Months in Repayment	120
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Monthly Payment	\$143
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Total Interest Payment	\$2,174
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Total Loan Payment	\$17,174
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With the standard plan, a fixed payment amount is due each month until loans are paid in full. Monthly repayments will be at least \$50, and have up to 10 years to repay

Graduated Repayment Detail - 120 months starting at a payment of \$79 and a final monthly payment amount of \$237 Total interest paid would be \$2,688, for a total of \$17,688

Extended Repayment (Fixed or Graduated Plans) - Only available for loan amounts greater than \$30,000

Payment amounts under the Pay as You Earn, Revised Pay As You Earn, Income-Based and Income-Contingent repayment plans will be available in the Loan Simulator after you enter tax filing status, adjusted gross income, family size and state of residence.

Federal Student Loan Consolidation

A Direct Loan consolidation allows a borrower to combine multiple federal student loans into one, which results in one bill, and one lender. It can also lower monthly payments by giving borrowers up to 30 years to repay their loans; however, by increasing the length of the repayment period, you will also make more payments, and pay more in interest. Most federal student loans, including the following, are eligible for consolidation:

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Federal Stafford Loans
- Direct PLUS Loans
- PLUS Loans from the Federal Family Education Loan (FFEL) Program
- Supplemental Loans for Students (SLS)
- Federal Perkins Loans
- Federal Nursing Loans
- Health Education Assistance Loans
- Some existing consolidation loans

When considering consolidation, it is important to consider the pros and cons. Consolidation could give borrowers access to alternative repayment plans, which they did not have before, and enable them to switch from a variable interest rate loan to a fixed interest rate. Consolidation may also cause borrowers to lose benefits offered with the original loans, such as interest rate discounts, principal rebates or some loan cancellation benefits, which can significantly reduce the cost of repaying loans.

More information regarding loan consolidation is located at <https://studentaid.gov/app/launchConsolidation.action>

Federal Student Loan Forgiveness, Cancellation and Discharge

In certain situations, borrowers can have their federal student loans forgiven, canceled or discharged. Below is a list of the type of forgiveness, cancellation and discharges available:

- Total and Permanent Disability Discharge
- Death Discharge
- Discharge in Bankruptcy (in rare cases)
- Closed School Discharge
- False Certification of Student Eligibility or Unauthorized Payment Discharge
- Unpaid Refund Discharge
- Teacher Loan Forgiveness
- Public Service Loan Forgiveness
- Perkins Loan Cancellation and Discharge (includes Teacher Cancellation)
- Borrower Defense to Repayment

Detailed information on these options is available at

<https://studentaid.gov/manage-loans/forgiveness-cancellation>

Financial Aid Disbursements

Federal Funds

A student is eligible to receive the first disbursement of federal financial aid when the University confirms the student is enrolled in courses for the payment period and is eligible to receive the funds. The student becomes eligible to receive a disbursement of federal financial aid for the second payment period when the student successfully completes one-half the weeks of instructional time and earns one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

First-time, first-year undergraduate borrowers will not have the first installment of the Direct Loan disbursed until 30 calendar days after the program of study academic year begins.

NOTE: Students enrolled in Competency Based Programs (CBE) at the University will receive their first disbursements after the third week of classes has begun to confirm enrollment (academic related activity) in all courses scheduled for the payment period.

Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Direct First-Time, First-Year Borrower	30 days after academic year or program start date	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Direct Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS	3 days after the academic year start date or 3 days after date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Grants		
Pell Grant Iraq Afghanistan Servicemembers Grant (IASG)	3 days from the academic year start date or 3 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
Federal Student Education Opportunity Grant (FSEOG)	3 days from the academic year start date or 3 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period
State and Institutional Grants	Varies: Dependent on individual state requirements	Varies: Dependent on individual state requirements
Private Loans	Varies: Dependent on individual state requirements	Varies: Dependent on individual state requirements

For additional information on student eligibility for standard, late and post-withdrawal disbursements from the University, please refer to the Disbursements Policy in the Financial Aid Policies appendix

Federal Financial Aid Book Voucher

Pell eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period and disbursed funds would create a federal financial aid credit balance. Student Financial Services will notify these students of the University's book voucher request process. If the student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period.

Students may opt out of this offer by not requesting the book voucher.

Federal Financial Aid Credit Balance

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account. For more information, please review the Federal Financial Aid Credit Balance Policy in the Financial Aid Policies appendix.

On an exception basis, the University may, at its discretion, provide a student access to his or her anticipated federal financial aid credit balance. Students who may need to request this exception should speak with the finance department.

Note: If an exception is granted, the student will be responsible for any balance due to the University resulting from providing the student access to this anticipated federal financial aid credit balance.

Cancellation of Federal Financial Aid

The student (or parent in the case of a Parent PLUS Loan) must inform the University if all or a portion of federal financial aid funds are to be canceled. Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account. Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Any requests received after the 30 days but prior to 110 days from the disbursement date will be honored as a partial cancellation based on Title IV funds that are currently unapplied. The University notifies the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

State Funds

A payment period for state funds is defined according to individual state requirements. The payment period determines when funds are disbursed and the exact amount to be disbursed.

Awarding Aid to Transfer Students

A student who enrolls in a program at the University who has an overlapping academic year (AY) with a prior program, either at the University or at another institution is referred to as a transfer student. An overlapping AY exists if the student begins a program at the University prior to the expiration of the student's prior AY. There are 3 types of transfers: external, internal, and advancing programs.

External Transfer Student

Student previously attended a program at an institution other than the University of Phoenix.

Internal Transfer Student

Student previously attended a program at the University of Phoenix but did not complete this program.

Advancing Program Student

Student previously attended a program at the University of Phoenix, completed this program, and began another program at the University.

For more information on the University's treatment and determination of federal financial aid eligibility for transfer students, please refer to the Awarding Aid to Transfer Students Policy.

Determining Enrollment at the University

Please refer to the Enrollment Status Policy in the University's Academic Catalog for further information on determining enrollment at the University.

Course Attendance Policy

Please refer to the Course Attendance Policy in the University's Academic Catalog for further information on course attendance.

Withdrawing from the University

Circumstances may necessitate withdrawal from the University. For further information on officially, unofficially or administratively withdrawing from the University, please see the University's Withdrawal Policy in the Academic Catalog. For information on tuition refunds, please see the Tuition Refund Policy.

Students who withdraw and are receiving federal student aid funds should refer to the Return of Title IV Policy found in the Financial Aid Policies Appendix for information regarding any impact to their federal student aid.

Leave of Absence

Any student wishing to request a Leave of Absence (LOA) should contact his or her academic counselor to discuss available options. The Leave of Absence request form can be completed by accessing the student portal. Refer to the University's Academic Leave of Absence Policy found in the University's Academic Catalog for further information.

Students who are granted an LOA and are receiving federal student aid funds should refer to the Leave of Absence Policy found in the Financial Aid Policies Appendix for information regarding any impact to their federal student aid.

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy Act

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Generally, information pertaining to a student record is not to be released to a third party without written or authorized electronic consent via a FERPA release form, judicial order or lawfully issued subpoena.

The University is required to provide students a copy of its FERPA policy annually and upon written request from students. Current students can obtain a copy of the FERPA policy in the appropriate online Academic Catalog at <https://www.phoenix.edu/degrees/academic-catalog.html>

Under FERPA, a student is defined as an individual who is or has attended an educational institution. Students with at least one academically related activity (or one positive attendance "Y" posted, whichever happens sooner) in a university course are considered students at University of Phoenix.

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to students' records shall not be released to a third party without written or authorized electronic consent, via a FERPA Release form, judicial order or a lawfully issued subpoena.

Education records are defined as all records, files, documents and materials that contain information directly related to a student, and maintained by an educational institution.

The following are not interpreted as education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others
- Records of the law enforcement unit of an educational institution
- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records
- Records created after the student is no longer a student; alumni records

Releasable Information - Directory

In compliance with FERPA, a University-designated representative without prior written or authorized electronic consent of the student can release the following educational record information, provided the student does not have a FERPA Hold Request form on record.

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of degrees earned
- Current enrollment status
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior or senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

Exception: If a student submits written or authorized electronic requests via a FERPA Hold Request form that directory information not be released to a third party, no information can be released, absent a judicial order or a lawfully issued subpoena. A FERPA Hold Request is valid throughout the student's enrollment.

To add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar's Office.

For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form.

For a student to remove previously authorized parties from his or her record, the student would complete a FERPA Release Rescind form listing any/all parties to which that information should no longer be released.

Information Not Released - Non-Directory

Information that must not be released:

In compliance with FERPA, the following student information shall not be released by the University without prior written or authorized electronic consent of the student, a judicial order or a lawfully issued subpoena. The student's signature on the written requests shall be verified before acting upon the request.

- Place of birth*
- Month and day of birth*
- Social Security number (SSN), individual record number (IRN) or personal identification number (PIN)**
- Grades or grade point averages
- Course schedules
- Employment information including: employer, position held, work address or work telephone number
- Academic performance information, such as academic suspension, probation disqualification or academic dishonesty charges
- Admission information, including test scores or entry grade point averages
- Financial and accounting information
- Gender*
- Race*
- Ethnicity*

- Citizenship*
- Country of origin*

Note: Non-directory information can only be released to third parties via telephone or in person if the student has provided written or authorized electronic consent including a security word. If the student does not complete the release information, including security word, information is not released via telephone or in person.

Note: All third parties, including parents, with inquiries require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student.

** Although this information may be disclosed without prior written consent according to FERPA, the University policy is to maintain the confidentiality of this student information.*

*** Student IRN, SSN or PIN numbers generally should not be released to a third party, unless necessary to perform a required task (e.g., Student Financial Agreement, FBI request, etc.).*

Exceptions: The University may release personally identifiable information (PII), directory and non-directory information without the student's consent under the following conditions:

- School officials with legitimate educational interests, which include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment
- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials such as Apollo Education Group, Aptimus, Protiviti, National Student Clearinghouse, Taylor Corporation, Education Sales Management, InsideTrack, Salesforce, Iron Mountain, Vocado, iGrad, Google, Regent Education, TK20, College Board, Loan Science, Civitas, Pendo.io, Inc., Blackboard, Tevera, and other services.
- Collection agencies (States Recovery Systems, FMS, CBE Group and Resolution Assets Services).
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.

- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution's policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim's next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the institution to defend itself.
- The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.
- A school official is defined as:
 - A person employed by the University in an administrative, supervisory, academic, research or support staff position.
 - A person employed by or under contract to the University to perform a task.
 - A person serving on an institutional governing body or committee.
- A school official has a legitimate educational interest if:
 - Performing a task specified in his or her job description or contract.
 - Performing a task related to a student's education.
 - Providing a service or benefit related to a student or a student's family.
 - Representing a school in which a student seeks to enroll.
 - Disclosing information to federal and state authorities auditing compliance of federal or state support programs.
 - Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid.
 - Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released.
 - Performing studies on behalf of educational institutions.
 - Disclosing information to accrediting organizations carrying out their function.
 - Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

The University can disclose personally identifiable information (PII), directory and non-directory, without student consent if the disclosure meets one of the following conditions:

- This disclosure is to other school officials, whom the University determines have legitimate educational interests.
- The disclosure is to officials of other schools where the student seeks or intends to enroll.
- The disclosure is, subject to requirements of 34 CFR 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.
- The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
 - Eligibility for aid
 - Amount of aid
 - Conditions for aid
 - Enforce terms and conditions of the aid
- Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(0)].
- Students requesting demographic or PII on other University of Phoenix students for survey or research purposes must contact the appropriate director of operations and Academic Affairs after it has been approved through the University's Human Subjects Committee and/or Committee on Research as appropriate.
- The University shall retain a record of disclosure of student information disclosed to a third party. This information will be stored on the University computer system and will contain dates, names and reasons for release. Students shall have reasonable access to their educational records, may request to review their educational records and may challenge the contents of their educational records if they feel the contents to be inaccurate, misleading or otherwise in violation of their privacy or other rights.

Student Right to Access

Students wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA will be made available. If necessary, the Registrar's Office will work with a campus designee so that the student can review the record.

FERPA regulations require the University to comply with the students' right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, the Registrar's Office will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to have a copy of or to inspect.

Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student's file, the student must fill out and submit the Student Request for Information from Files form. Distance education students must submit a written request specifically outlining which record they would like to review.

A designated University official must be present when a student wishes to review his or her records at a campus location. This includes documents on file or student history notes that do not reference other student information. Printed files requested by the student and mailed from the Registrar's Office will not include history notes from any record systems.

Procedure

Students alleging that their University records are inaccurate or misleading, or who allege violations of FERPA, may present their challenges to the University Registrar.

Students have the right to correct record-keeping errors, but not to seek to overturn administration decisions and assessments. The Registrar shall review students' challenges and, when appropriate, amend students' records accordingly. Students will be notified within 14 days of the Registrar's actions and, based on the action, may request a formal hearing.

A student must submit a request for amendment in writing to the Registrar identifying the specific portion of his or her record he or she wants changed and why he or she believes it's inaccurate or in violation of his or her privacy. The Registrar will respond to the request within 14 days.

If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of his or her right to challenge the information. A student's request for a formal hearing must be made in writing and submitted to the Registrar's Office. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. Students may present relevant evidence and may be assisted or represented at the hearings by one or more persons of their choice, including an attorney, at the student's expense.

The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals that do not have a direct interest in the outcome of the hearing. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.

The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing, and will include a summary of evidence presented and the rationale for the decision.

If the University decides that the challenged information is not misleading, inaccurate or in violation of the student's privacy rights, it will notify the student within 14 days of his or her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.

The statement will be maintained as a part of the student's record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.

Exception: Students may not inspect and review the following absent a judicial order or legally issued subpoena:

- Confidential letters and recommendations for which they have waived their rights of inspection

- Educational records containing information about more than one student (Access is permitted only to that part of the record concerning the inquiring student.)
- Records of instructional, supervisory, administrative and certain educational personnel, which are in the possession of the originator
- Records connected with an application to attend the University if the application was denied (For example, a student is enrolled in an undergraduate program and applies for admission to a graduate program but is denied.)

University of Phoenix cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students' rights are denied.

Exception: The University may release foreign transcripts to students.

Rationale: Original transcripts from institutions in other countries may be difficult or impossible for students to replace.

The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations absent a judicial order or legally issued subpoena:

- The student is not in compliance with his or her UOPX financial plan.
- There is an unresolved disciplinary action against the student.
- Transcripts will be issued as an exception to the above if one of the two following exception criteria is met:
- A student has filed for bankruptcy and has provided UOPX with a copy of the bankruptcy petition filed with the courts.
- A student has graduated from a previous UOPX program on record as that student had previously satisfied his or her financial obligation for that program.

If a student believes he or she qualifies for one of the aforementioned policies or exceptions but is unable to order a transcript on the University student website, the student should contact the Admissions and Records Service Center at 800.866.3919 for assistance.

Students have the right to file a complaint with the FERPA. Inquiries should be directed to:

Family Policy Compliance Office
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920

For a period of 25 years following the death of a student, education records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, children (over the age of 18) and siblings. Beyond this time, requests for these records may be released to anyone after review and approval from the Registrar's Office.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student.

Solomon Act

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes the following:

- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:

- Email address
- Degrees received
- Most recent educational institution attended

Student Loan Code of Conduct

The University protects students with established loan policies. University of Phoenix follows federal regulations that govern student loan requirements. The Student Loan Code of Conduct at https://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html creates and maintains uniform student loan practices that focus on the best interest of student borrowers. It also manages relationships between school employees, learning institutions, lender advisory board members and student loan organizations.

University of Phoenix encourages students to review the Student Loan Code of Conduct at https://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html to learn about loan regulations.

Student Code of Conduct

University of Phoenix has established a Student Code of Conduct. Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in all University-related academic and professional discourse.

Students are accountable for their actions and are required to work independently and collaboratively with teams in achieving learning goals and objectives. As a member of the University's academic community, students acknowledge and accept an obligation to abide by the Student Code of Conduct on or off campus which is determined to impair, interfere with or obstruct the opportunities of others to learn, or which disrupts the mission, processes or orderly functions of the University, will be deemed misconduct. A violation of the Student Code of Conduct will be subject to appropriate disciplinary action.

For additional information on the Student Code of Conduct, see the Academic Catalog or contact the campus, <https://www.phoenix.edu/campus-locations.html>

Consumer Privacy Policy

Summarized below are key elements of the University Privacy Policy. The full version of the policy is available at https://www.phoenix.edu/copyright-legal/privacy_policy.html

Scope of Privacy Policy

The Privacy Policy applies to Personal Information we collect about users of our Sites, Apps, Wi-Fi hotspots, and other online services, (collectively, our "Services"), as well the Personal Information we otherwise collect about individuals, including current and potential students, alumni, visitors to our campuses, prospective students, and others with whom we interact, whether online, via phone, or offline. Certain Services may be subject to additional privacy policies or privacy disclosures relating to the services provided on the Site(s).

Information Collected & Used

We collect information about you directly from you, from third parties, and automatically through your use of our Services or interactions with us. We may combine the information we collect from these various sources. This table provides a summary of the personal information we collect and how we use it, which is further explained in our full Privacy Policy. While the actual information we collect and our use of such personal information varies depending upon the nature of our relationship and interactions, the table below provides a general overview of the categories of personal information we collect and the purposes for which we use such information.

Categories of Personal Information Collected

Name, contact information, and other identifiers: such as real name, alias, postal address, telephone number(s), unique personal identifier, online identifier, internet protocol (IP) address, email address, account name, social security number, driver's license number, passport number, or other similar identifiers.

Customer records: including paper and electronic customer records containing Personal Information, such as name, signature, social security number, physical characteristics or description, address, telephone number, passport number, driver's license or state identification card number, insurance policy number, education, employment, employment history, bank account number, credit card number, debit card number, other financial information, medical information, or health insurance information.

Protected classifications: such as race, color, sex, age, religion, national origin, disability, and citizenship status.

Commercial information: including records of personal property; products or services purchased, obtained, or considered; or other purchasing or consuming histories or tendencies.

Biometric information: physiological, biological, or behavioral characteristics that can be used alone or in combination with each other to establish individual identity, including imagery of fingerprint, face, and voice recordings-from which an identifier template can be extracted.

Internet or other electronic network activity information: including, but not limited to, browsing history; search history; and information regarding a consumer's interaction with an Internet website, application, or advertisement.

Geolocation data: precise geographic location information about a particular individual or device.

Audio, video and other electronic data: audio, visual, electronic, thermal, olfactory, or similar information, such as photos, call recordings, and CCTV footage.

Employment history: professional or employment-related information.

Education information: information regarding past and present education, including institutions attended, years of attendance, courses of study, attendance records, grades, awards earned, degree(s) obtained, discipline records, financial aid awards and payment history, as well as assignments and other student-generated work or contributions to online discussions. The information collected from a student or potential student may include both directory and non-directory information as those terms are defined in FERPA and the University's FERPA policy.

Inferences drawn from any of above categories of Personal Information: inferences used to create a profile about a consumer reflecting the consumer's preferences, characteristics, psychological trends, predispositions, behavior, attitudes, intelligence, abilities, and aptitudes.

Uses of Personal Information

- Administering applications, enrollment, registration, and financial services
- Providing support and services
- Personalizing content and experiences
- Marketing and promotional purposes
- Analyzing and improving our services and operations
- Securing and protecting our assets and rights and preventing misconduct
- Complying with legal obligations
- Supporting our general business operations

California residents. If you are a California resident, please be sure to review the Additional Information for California Residents section of the Privacy Policy for important information about the categories of personal information we collect and disclose and your rights under California privacy laws.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing communications from us, you may express your choice where indicated on the applicable communication, or you may unsubscribe as follows:

- **Email.** If you do not wish to receive marketing emails, follow the opt-out instructions in the footer of any marketing email we send or unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.
- **Postal Mail.** If you do not wish to receive marketing mailings, you may unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.
- **Phone.** If you do not wish to receive marketing telephone calls, you may express your choice during the call or unsubscribe at: https://www.phoenix.edu/about_us/contact_us/unsubscribe.html.

- **Text.** If you do not wish to receive text messages, you may opt out by responding STOP to cancel future text messages. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866-766-0766.

The CCPA grants California residents certain additional rights and imposes restrictions on business as set forth in our Privacy Policy. If you are a California resident, your additional rights can be found here: https://www.phoenix.edu/copyright-legal/privacy_policy.html#ccpa.

COOKIES AND ADVERTISING

You also have certain choices about how we use your Personal Information for interest-based advertising purposes. You may update your preferences for third party tags and cookies on our Sites using our Preference Center, or you can select Do Not Track options on your personal devices or browsers. To opt out of third-party advertising cookies and tags on our Sites, select "Manage cookie preferences" from the footer of our webpages and turn off Targeting cookies.

We may also use device information, particularly in mobile advertising, to help deliver our advertising and measure ad campaign effectiveness. To assist us in using device information, we participate in the Adobe Experience Cloud Device Co-op. To learn more about Adobe's Experience Cloud Device Co-op, please visit Section 8. Interest-Based Advertising of our Privacy Policy: https://www.phoenix.edu/copyright-legal/privacy_policy.html.

SOCIAL NETWORKING CONTENT

You may change various user settings related to sharing your Personal Information contained in any user profile you set up as part of Social Network activities furnished by us, subject to contractual, academic, legal, or technical restrictions and reasonable notice. Note that your withdrawal from Social Network activities might prevent us from providing you with certain products or services. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.edu.

OTHER IMPORTANT INFORMATION

We have implemented security measures to protect against the loss, misuse, and alteration of the Personal Information under our control. However, no data transmission over the Internet can be guaranteed to be completely secure. As a result, although we will utilize such measures, we do not guarantee you against the loss, misuse, or alteration of Information under our control, and you provide Personal Information to us at your own risk. You should always take care how you handle and disclose your Personal Information and should avoid sending Personal Information through insecure email, Social Networks, or other Internet channels.

If you become a student, your educational records are subject to the U.S. federal Family Education Rights and Privacy Act (FERPA), state laws and your University policies. To obtain a copy of the Students' Rights to Privacy and Access to Educational Records policy, visit https://www.phoenix.edu/about_us/regulatory/consumer-information.html

You may also contact us via one of the below methods:

Mail: University of Phoenix
Registrar's Office
4035 S Riverpoint Parkway
Phoenix, AZ 85040

Registrar's Office - Admissions and Records Service Center
Phone: (800) 866-3919

University of Phoenix may update its policy or revise it from time to time. If you are concerned about how your personal information is used or disclosed, you should contact the University as described above or review the web page at https://www.phoenix.edu/copyright-legal/privacy_policy.html

Contact Us

Should you have any questions about our privacy practices, please contact us at Office.ComplianceUOPX@phoenix.edu or by mail:

University of Phoenix
Ethics, Compliance, and Data Privacy
4035 S Riverpoint Parkway
Phoenix, AZ 85040

Filing a Complaint

Local Campus Students

University of Phoenix is regulated by various state regulatory bodies for filing complaints in the state that a student resides. If a campus based student chooses to file a complaint, he or she can submit an internal complaint to the University's Resolution Services and/or file an external complaint with the designated state regulatory agency.

Arizona: If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Suite 3008, Phoenix, AZ 85007; telephone (602) 542-5709; <https://ppse.az.gov/>

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.431.6959, 888.370.7589.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Commonwealth of the Northern Mariana Islands: The student may contact the Commonwealth of the Northern Mariana Islands Office of the Attorney General, Office of the Consumer Counsel, 2nd Floor, Juan A. Sablan Memorial Buildings, Capitol Hill, Saipan, MP 96950; telephone 670.237.7500, website: <https://www.cnmioag.org/divisions/consumer-protection/online-student-complaint/>

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program, P.O. Box 541, Honolulu, HI 96809; telephone 808.586.7327, <http://cca.hawaii.gov/hpeap/>

Nevada: The student may contact the Nevada Department of Employment, Training and Rehabilitation: Employment Security Division, Commission on Postsecondary Education, 2800 E. St.

Louis, Las Vegas, NV 89104; telephone (702) 486-7330.

Texas: The student may contact the Texas Higher Education Coordinating Board, 1200 E. Anderson Lane, PO Box 12788, Austin, TX 78711-2788; telephone (512) 427-6101, website: <https://www.highered.texas.gov/links/student-complaints/>

Online Students

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA participating institution (<http://nc-sara.org>). The University has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.

Online students may file a complaint through the University's internal grievance process by submitting the complaint to Resolution Services https://www.phoenix.edu/about_us/contact_us/dispute-management.html or through the complaint process of the Arizona State Board for Private Postsecondary Education <https://ppse.az.gov/complaint>. After exhausting the institution's internal complaint process and the complaint process of the Arizona State Board for Private Postsecondary Education online students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA). The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (<https://azsara.arizona.edu/complaints>).

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

Copyright is a form of legal protection provided by U.S. law, Title 17 U.S.C. §512(c) (2), which protects an owner's right to control the reproduction, distribution, performance, display and transmission of a copyrighted work. The public, in turn, is provided with specific rights for fair use of copyrighted works.

Copyrighted works protect original works of authorship and include:

- Books, articles and other writings
- Songs and other musical works
- Movies and television productions
- Pictures, graphics and drawings
- Computer software
- Pantomimes and choreographic works
- Sculptural and architectural works

Copyright law provides the owner of a copyright the exclusive right to do the following:

- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
- Perform the work publicly
- Display the copyrighted work publicly
- Perform the work publicly by means of a digital audio transmission in the case of sound recordings

17 U.S.C. § 501(a) states, "Anyone who violates any of the exclusive rights of the copy-right owner is an infringer of the copyright or right of the author." Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

Specific information on copyright law and fair use may be found at the following sites:

- The U.S. Copyright Office: <http://www.copyright.gov>
- The Electronic Frontier Foundation fair use frequently asked questions:
<https://www.eff.org/teachingcopyright/handouts#fairuseFAQ>

Peer-to-Peer File Sharing

Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing compatible P2P software, to connect with each other and directly access digital files from one another's hard drives. Many copyrighted works may be stored in digital form, such as software, movies, videos, photographs, etc. Through P2P file sharing it has become increasingly easy to store and transfer these copyrighted works to others, thus increasing the risk that users of P2P software and file-sharing technology will infringe the copyright protections of content owners.

If P2P file-sharing applications are installed on your computer, you may be sharing someone else's copyrighted materials without realizing you are doing so. As a user of the University network, recognizing the legal requirements of the files that you may be sharing with others is important. You should be careful not to download and share copyrighted works with others.

The transfer and distribution of these works without authorization of the copyright holder is illegal and prohibited.

Violations and Penalties under Federal Law

In addition to University sanctions under its policies as more fully described below, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For willful infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

University Methods to Effectively Combat Unauthorized Distribution of Copyrighted Material and Student Sanctions

A student's conduct in the University classrooms and websites is subject to and must fully conform to the University Student Code of Conduct policy, its Acceptable Computer Use for Faculty and Students policy and any other applicable University policies.

The University may monitor traffic or bandwidth on the networks using information technology programs designed to detect and identify indicators of illegal P2P file-sharing activity. In addition to, or as an alternative, the University may employ other technical means to reduce or block illegal file sharing and other impermissible activities.

The University will also provide for vigorous enforcement and remediation activities for those students identified through the University Digital Millennium Copyright Act policy as potential violators or infringers of copyright.

Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means. These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Computer Use for Faculty and Students policy and any other University policy applicable to the particular situation.

Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

Education and Awareness

The University uses a variety of means to inform students, faculty and other network users about copyright laws and the response to copyright infringement claims by the University.

The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent.

The Consumer Information Guide, https://www.phoenix.edu/about_us/regulatory/consumer-information.html, is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Legal Sources for Online Music and Videos

The legal sources for online music and videos are reviewed annually by the University's Sr Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:

EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources:

<https://www.educause.edu/focus-areas-and-initiatives/policy-and-security/educause-policy/legal-sources-online>

The Recording Industry Association of America (RIAA) provides a list of legal music sources:

<https://www.riaa.com/resources-learning/for-students-educators/>

The legal sources for online music and videos are reviewed annually by the Sr Director of Governance, Risk and Compliance.

Digital Millennium Copyright Act Policy (DMCA)

The University computer networks, including its online library and classroom environment, are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. Please refer to the University's Copyright Infringement and Peer-to-Peer File Sharing Policy for more information.

University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. In addition to sanctions that may be applicable under the University Student Code of Conduct, the Acceptable Computer Use for Federal and Student, or other policies. The University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement. The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers' accounts under the DMCA.

Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix
Copyright Agent
4035 S Riverpoint Parkway
Phoenix, AZ 85040
Email: copyrightagent@phoenix.edu

If a valid DMCA notification is received, the University will respond under the 'Process for Filing Notice of Alleged Infringement' by taking down the infringing content found on our networks. On taking down content under the DMCA, the University will take reasonable steps to contact the owner of the removed content so that a counter notification may be filed. Upon receiving a valid counter notification, the University will generally restore the content in question, unless the University receives notice from the notification provider that a legal action has been filed seeking a court order to restrain the alleged infringer from engaging in the infringing activity.

The DMCA provides that you may be liable for damages including costs and attorneys' fees if you falsely claim that someone is infringing on your copyright. Alternatively, an individual can also be liable for damages including attorneys' fees if you materially misrepresent that an activity is infringing on the copyright of another. Therefore, the University recommends contacting an attorney if you are unsure whether a work is protected by copyright laws.

Pursuant to the DMCA, unless the University receives notification that legal action to seek a court order restraining the alleged infringer from further engaging in the infringing activity has been filed, upon receiving a valid counter notification, the University will:

- Provide the person who filed the original notification with a copy of the counter notice.

- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

Below is the process for filing a notification under the DMCA when an individual believes their work has been infringed upon. Notice must be given in writing to the designated agent as specified above and contain the following information:

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, describe the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number one and provide detailed information that is reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- Provide sufficient contact information: phone number, address and email address.
- If possible, provide information that allows the University to notify the alleged infringing party of notice of the alleged infringement.
- The following statement must be included in your notice: "I have a good faith belief that the use of the copyrighted materials described above and contained on the service is not authorized by the copyright owner, its agent or by protection of law."
- The following statement must be included in your notice: "I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed."
- The notice must be signed.

Process for Filing Counter Notification of Alleged Infringement

The person or provider of the alleged infringing material may present a counter notification pursuant to the DMCA. Upon proper counter notification, the University may reinstate the removed content. Notice must be given in writing to the designated copyright agent as specified above and contain the following information:

- Identify the material that has been removed. This may include providing the location or the URL when possible.
- Provide your name, address, telephone number and email address if available.
- Provide a statement that you consent to the jurisdiction of Federal District Court for the judicial district in which you reside, or for any address outside the United States or any judicial district, in which the service provider may be found, and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.
- Provide the following statement: "I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled."
- The notice must be signed.

Register to Vote

University of Phoenix makes the effort to educate students regarding the importance of exercising their right to vote and makes voter registration information available at the campuses. Additionally, the University makes a good-faith effort to distribute voter registration forms to students attending locations in states covered under the National Voter Registration Act of 1993 (NVRA).

The National Mail Voter Registration Form can be used by U.S. citizens to register to vote, to report a name or address change, or to register with a political party. Please follow the generic and state specific instructions for completing the form prior to mailing it to the address provided for the state in which you reside.

For more information on elections, registration, and voting in your state please visit <https://www.eac.gov/voters/register-and-vote-in-your-state>. Please note that the following states do not allow for same-day voter registration so you must plan accordingly: AZ, FL, GA, HI, IL, MI, NV, NJ, NM, NC, PA, TN, TX, UT, VA, and WA.

Campus Safety and Security

Annual Security Report

The University of Phoenix publishes an Annual Security Report annually by October 1st. The report is comprised of two parts, (1) the current Campus Safety Policies and (2) the Campus Crime Statistics, for the last three calendar years.

Visit https://www.phoenix.edu/about_us/campus-safety.html to access a PDF file of each separate campus Annual Security Report.

Campus Safety Policies

The University Campus Safety Policies at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase the campus community's awareness of current programs that exist to protect its members' safety and well-being and to satisfy the requirements of the Drug-Free Schools and Communities Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The information included relates to the following:

- Alcohol and other drug abuse prevention, health risks, effects of use, and counseling services
- Crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Prohibited use or distribution of alcohol and other drugs
- Safety and awareness
- Sex offender registry
- Sexual violence programs aimed at awareness and prevention

The information is intended to provide a useful description of University of Phoenix campus safety policies; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and two preceding calendar years.

Campus Crime Statistics

The Clery Act delineates the violations that need to be reported. The University of Phoenix Annual Security Report includes all Clery Act crimes reported to campus security authorities (CSAs), regardless of who reported, whether an investigation is initiated, or whether there is any decision by a court, prosecutor, or any other non-campus official unless it has been "un-founded" by law enforcement personnel. In addition, the University's Annual Security Report includes any Clery crimes reported to local law enforcement collected by the Campus Safety Coordinator through an information request. The statistics cover crimes reported to the University over the previous three years that occurred on campus, in certain off-campus (noncampus) buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to a CSA and local law enforcement agency.

The following Clery Act crimes meet definitions in the FBI's Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence and Stalking, definitions are provided by the Violence Against Women Act of 1994 (VAWA) and repeated in the U S Department of Education's Clery Act regulations.

- **Criminal Offenses** - Criminal Homicide (Murder and Non-Negligent Manslaughter, Manslaughter by Negligence), Sex Offenses (Rape, Fondling, Incest, Statutory Rape), Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft, and Arson
- **VAWA Offenses** - Any incidents of Domestic Violence, Dating Violence, and Stalking
 - Sexual Assault is also a VAWA Offense but is included in the Criminal Offenses category for Clery Act reporting purposes
- **Hate Crimes** - Any of the above-mentioned offenses (excluding Manslaughter by Negligence, Domestic Violence, Dating Violence, or Stalking), and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias
- **Arrests and Referrals for Disciplinary Action for Weapons** - Carrying, Possessing, etc. Law Violations, Drug Violations, and Liquor Law Violations
 - Hate crimes are not reported for these violations or referrals

Specific campus location crime statistics are available electronically in their respective Annual Security Report at https://www.phoenix.edu/about_us/campus-safety.html or by requesting a paper copy of the report from a Campus Safety Coordinator (contact information can be viewed at https://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html) or any University representative.

University of Phoenix expressly reserves the right to modify or to adopt additional campus policies and procedures relating to campus safety, at any time without notice.

Statement of Policy on Sex Offender Registration

The Campus Sex Crimes Prevention Act of 2000 requires institutions of higher education to advise members of the campus community where they can obtain information provided by the state concerning registered sex offenders. It also requires sex offenders to notify the state of each institution of higher education in the state at which they are employed or enrolled or carrying on a vocation. The state is then required to notify the University of any such information it receives. This notice should be directed to the Campus Safety Coordinator at their local campus.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the sex offender databases at <http://www.sexoffender.com/> and <https://www.nsopw.gov/>. You can search by city, county or ZIP code. This information is collected by other agencies, and the University cannot guarantee this information is correct or complete. The database link is provided to comply with the Clery Act and for campus safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Emergency Mass Notification Policy

The University maintains emergency management policies, procedures, and systems to protect lives and property, and to continue necessary critical functions and essential services.

An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the campus community at a University site or that significantly disrupts the normal course of University business.

The Emergency Mass Notification process includes emergency escalation procedures, mass notifications and supporting systems. In an emergency, dangerous or otherwise high-risk situation, these processes enable the University to, without delay, take into account the safety of the community, determine the content of the notification, and initiate the notification system to students, faculty and staff, including those who are enrolled at the University, unless issuing the notification system will, in the professional judgement of the responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

The policy can be viewed in its entirety in the Campus Safety Policies at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf

Campus Safety Contact List

To help ensure the safety of the campus community, the University has campus security authority (CSA) reporting contacts, including a designated Campus Safety Coordinator on every local campus. Below are some of the persons to whom students, faculty and staff should report crimes. Visitors and others not associated with the University can also contact these CSA reporting contacts to report crimes.

Security Operations Center (SOC)

866-992-3301 or 602-557-7000

GSOC@phoenix.edu

Senior Director Security

Steve Lindsey 602-557-7537

Steve.Lindsey@phoenix.edu

Title IX Coordinator

Bridget Beville 602-557-1823

TIXC@phoenix.edu

Ethics Helpline

888-310-9569

<http://www.UOPXhelpline.com>

Campus Safety Coordinators

Find your local campus Campus Safety Coordinator's name and contact information at https://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html

Alcohol and Other Drug Abuse Prevention

The U.S. Department of Education requires institutions of higher education to implement an alcohol and other drug abuse prevention and awareness program for their students and employees. University of Phoenix abides by the federal regulations for the Drug Free Workplace Act and the Drug Free Schools and Communities Act, regardless of individual state legalization. The University has a "zero-tolerance" policy regarding the unlawful use, sale, possession, or distribution of illegal drugs and alcohol on University Controlled Property, or as part of any University activity. Misconduct violations relating to the Student Code of Conduct, Faculty Code of Conduct, and/or the Code of Ethics are subject to disciplinary sanctions.

Students, faculty and staff are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Policies and programs concerning alcohol and other drugs, including health risks, effects of use, penalties, and counseling and assistance resources, can be viewed in the Campus Safety Policies at

https://www.phoenix.edu/about_us/campus-safety/campus-safety-policies.html.

Prohibition of Illicit Drug Use, Underage Drinking, and other Violations of Alcohol and other Drug-Related Policies

The University's Codes of Conduct clearly state that the unlawful manufacture, sale, delivery, unauthorized possession, or use of any illicit drug is prohibited on property owned or otherwise controlled by the University. The University enforces a "zero-tolerance" policy regarding underage drinking and will enforce state underage drinking laws on its campus premises (Note: The minimum legal drinking age in the United States is 21.) If any individual is found violating any alcohol- or other drug-related law while at a University location or activity, the University will fully cooperate with federal and state law enforcement agencies.

Institutional Sanctions for Alcohol and Drug Violations

The University abides by local, state, and federal sanctions regarding unlawful possession of drugs and the unlawful consumption of alcohol. Any member of the University community found consuming or selling alcohol or other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Consistent with local, state, and federal sanctions, the University may impose a disciplinary sanction to students, faculty, or staff requiring the completion of an appropriate rehabilitation program. Failure to comply with disciplinary standards could result in sanctions, up to and including expulsion or termination of employment, and referral for prosecution for violation of the standards of conduct.

Federal Financial Aid Penalties for Drug Violations

According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving federal financial aid may lose eligibility for federal aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans and other financial assistance.

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. If the student answers "yes" to the question, then he or she will be sent a worksheet by the federal processing center in order to determine whether the conviction affects eligibility for aid. Should the financial aid office be notified that a student has been convicted of sale or possession of illegal drugs, financial assistance will be suspended immediately. If a conviction was reversed, set aside or otherwise rendered invalid, it does not count. Convictions occurring during periods of non-enrollment also do not count. In addition, any conviction received as a juvenile does not count, unless the student was tried as an adult.

Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines, imprisonment or both.

Penalties for Drug Convictions

A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count against student eligibility if they were for an offense that occurred during a period of enrollment for which the student was receiving FSA and they do not count if the offense was not during such a period, unless the student was denied federal benefits for drug trafficking by a federal or state judge. Also, a conviction that was reversed, set aside or removed from the student's record does not count nor does any conviction received as a juvenile count unless the student was tried as an adult.

POSSESSION OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for one year from the date of conviction.
- Second offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses: Indefinite ineligibility for federal financial aid from the date of conviction.

SALE OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses: Indefinite ineligibility from the date of conviction.

Note: The student may regain eligibility the day after the period of ineligibility ends. If the student was convicted of both selling and possessing illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

How to Reduce the Period of Eligibility or Regain Eligibility

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Having the conviction reversed, set aside or otherwise rendered invalid.

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive. It is the student's responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA. The University is not required to confirm the reported information unless conflicting information is determined.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds from a federal, state or local government agency or program, or from a state-licensed insurance company, or
- Be administered or recognized by a federal, state or local government agency or court, or by a state-licensed hospital, health clinic, or medical doctor.

Convictions for Offense That Occurred During Enrollment

Federal regulations require an enrolled student convicted of a drug offense after receiving federal financial aid to notify Student Financial Services immediately. The student may be ineligible for further aid in that academic year and required to pay back all federal aid received after the date of the conviction. Student Financial Services will work with the student regarding all of the available options.

Academic Year Definition Policy

Overview

The Academic Year Definition Policy provides the defined academic year for each program (by credential level) offered by the University.

Policy

A student's academic year begins with the first eligible course of a degree program and ends when the student successfully completes the credits and weeks of instructional time requirements. A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework.

The University defines its academic years as follows:

- Undergraduate Certificate Programs are a minimum of 24 credits and 40 weeks of instructional time
- Graduate Certificate Programs are a minimum of 24 credits and 48 weeks of instructional time
- Associate Programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time

- Associate Programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time
- Bachelor's Programs are a minimum of 24 credits and 40 weeks of instructional time
- Master's Programs are a minimum of 24 credits and 48 weeks of instructional time
- Doctoral Programs are a minimum of 24 credits and 48 weeks of instructional time
- Competency Based Education (CBE) Programs are a minimum of 24 credits and 32 weeks of instructional time

Students who take more than one course at a time or have courses with overlapping instructional weeks may complete the minimum number of credits (24) prior to completing the required weeks of instructional time. In order for a student to complete the academic year, both credits and weeks of instruction must be met. Therefore, students may need to complete additional weeks to successfully complete the academic year definition.

Example:

A student is enrolled in a Bachelor program and has two courses that overlap by one instructional week. The student would be completing 24 credits in 39 weeks; however, the academic year definition is a minimum of 24 credits and 40 weeks. Therefore, the academic year would not be over until the student completes at least one more week of instructional time. In order to do this, the student must complete at least one additional week in the subsequent course.

Allowable Charges Policy

Overview

Federal regulations stipulate that when an institution disburses federal financial aid funds to a student by crediting the student's account, it may do so only for allowable charges. Student nor parent authorization is required to apply disbursed federal financial aid funds to an allowable charge. The Allowable Charges Policy defines what those allowable charges are at the University.

Policy

Allowable Charges

The University defines allowable charges as follows:

- Tuition
- rEsource Fees (electronic course materials fees and books)
 - By using the ED MAP Book Voucher, the student has authorized the use of federal financial aid funds for the book charge. If the student chooses not to use the book voucher, the authorization is no longer valid.
- Sales tax, if applicable and assessed on an allowable charge,
- California Student Tuition Recover Fund (CA STRF), if applicable

Prior-Year Charges

If a student owes allowable charges from a prior loan period, the University will use current loan period Direct Loan funds, not to exceed \$200, to pay those charges. The University does not apply any other type of federal financial aid funds (e.g., Pell and FSEOG) to allowable charges for any prior loan period. (Refer to the Federal Financial Aid Credit Balance Policy for additional information)

Cost of Attendance Policy

Overview

The Cost of Attendance Policy addresses the cost of attendance (COA) established for use in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific academic year. The University uses the same COA when awarding Pell Grant, FSEOG, and Direct Loans. If the student is only receiving Pell Grant or IASG, the Pell COA is used for awarding purposes. The COA consists of various components to determine eligibility for an academic year. The University reviews and, if necessary, updates each COA component annually.

Policy

The University's COA is made up of the following components:

- Tuition and mandatory institutional fees
- rEsource Fees (Books and Supplies)
 - rEsource fees encompass course textbooks and electronic materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink
- Living Expense
 - Room and Board (housing and food)
 - Transportation
 - Miscellaneous
 - Personal care expenses
- Federal Loan Fees

If a student is attending less than half time, the COA is limited to the following components:

- Tuition and mandatory institutional fees
- rEsource Fees

To determine the total of each component for a student's COA, the University references its academic year definition for each credential level to establish the number of credits and months to be used. (Refer to Academic Year Definition Policy for further information)

If a student's academic year is less than a full academic year in either credits or months, each component will be adjusted accordingly.

Exceptions include professional judgment decisions (i.e. child care costs) and elimination of an overaward using a student's actual tuition costs for the period of enrollment. (Refer to the Overaward & Overpayments Policies for further information.)

Tuition

The tuition component for the COA is based on a per credit weighted average for each credential level across the entire University. The University documents how tuition averages are calculated and makes this information available upon request.

To determine the total tuition component for each student's COA, the University multiplies the weighted average price per credit by the average number of credits per academic year.

rEsource Fees

The books and supplies component is calculated using a standard rEsource fee for each course in the student's academic year based on the credential level.

Living Expense

The living expense component is a per month allowance. The University documents how living expense components are calculated and makes this information available upon request. Students receiving military housing assistance (Basic Allowance for Housing or BAH) will have a reduction in living expenses in the amount of the room allowance (housing). Students who are incarcerated are not eligible to receive living expenses.

To determine the total living component for each student's COA, the University references its academic year definition for each credential level to establish the number of months to be used. (Refer to Academic Year Definition Policy for further information)

Loan Fees

The University calculates an average loan fee per month based on credential level. The number of months used to determine the living expense component (see above) is also the number of months used to determine the total loan fee component in the student's COA. The University documents how the loan fee component is calculated and makes this information available upon request.

Consortium Agreements Policy

Overview

Written arrangements consist of consortium and contractual agreements. The Consortium Agreements policy documents the University's position on participating in consortium agreements with other institutions for the purpose of receiving or processing federal financial aid funds.

Policy

The University may execute on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute on an individual basis nor execute as a home or host institution for students enrolled as degree seeking students at the University.

Federal Student Aid COVID-19 Exceptions Policy

Overview

The Federal Student Aid (FSA) COVID-19 Exceptions Policy highlights the exceptions made to existing University policies for the 2019-2020, 2020-2021, and 2021-2022 federal award years while administering FSA funds for students impacted by COVID-19.

Policy

In an effort to mitigate the effects of the COVID-19 national emergency, multiple federal actions were enacted to provide relief to impacted organizations and individuals.

- **March 13, 2020:** The President of the United States declared a national emergency concerning the coronavirus (COVID-19).
- **March 27, 2020:** The Coronavirus Aid, Relief, and Economic Security Act ("CARES Act") was signed into law.
- **April 3, 2020:** The Department of Education (ED) deemed the President's national emergency as equivalent to a federally declared major disaster, as defined in the Robert T. Stafford Disaster Relief and Emergency Assistance Act in 42 U.S.C. § 5122(2) (Stafford Act).

As a result of the above series of events, ED published a series of electronic announcements describing waivers, emergency flexibilities, and regulatory relief that schools may use to aid students impacted by the COVID-19 national emergency.

This policy describes the exceptions to existing University FSA policies permitted for federal student aid applicants and recipients during the coronavirus (COVID-19) national emergency.

Verification and Conflicting Information Policy

Acceptable Documentation for V4 and V5

High School Completion

Applicants selected for V4 or V5 verification must provide acceptable documentation, as detailed in the Verification and Conflicting Information Policy, in order to resolve verification. This requirement continues to apply, even during the COVID-19 national emergency. However, if an applicant has attempted but has been unable to obtain documentation to verify his/her high school completion or its equivalent, on an exception basis, the University will accept a signed and dated Attestation of High School Completion from the applicant in which he or she truthfully attests to his or her high school completion or the equivalent. This exception will be permitted only for Verification groups V4 and V5 from May 15, 2020 until the end of the first payment period that begins after the COVID-19 national emergency is rescinded. The University will identify students who qualify for this exception and provide the Attestation of High School Completion Form for the student to complete and return.

The attestation may not be used to resolve conflicting information, including "none of the above".

Any documentation obtained through this exception cannot be used to resolve verification outside of the timeframe designated by the law (i.e. verification conducted in subsequent payment periods and award years).

Return of Title IV Policy

Return of Unearned Aid

When an FSA recipient withdraws from the University prior to completing a payment period for which he/she received FSA funds, an R2T4 calculation must be performed to determine the amount of FSA funds earned as of the date of withdrawal as well as the amount of unearned funds that must be returned to the applicable FSA program(s), as detailed in the Return of Title IV Policy. This requirement continues to apply, even during the COVID-19 national emergency. However, for students determined to be eligible for the CARES Act provisions related to R2T4 ('Cares Act relief'), neither the University nor the student is required to return unearned FSA program funds to the applicable FSA program(s). Additionally, if FSA program funds were previously returned and/or reported as an overpayment for students determined to be eligible for Cares Act relief, the University is required to re-disburse these funds and/or remove the reported overpayment. The University will evaluate a student's eligibility for this exception if the student has officially withdrawn from the University during an eligible payment period and appropriately submits the University's required attestation form satisfactorily explaining why the withdrawal from an eligible payment period was the result of the COVID-19 national emergency.

Determination of Eligibility for Cares Act Relief

A student must officially withdraw by following the University's Withdrawal Procedures published in the University's Academic Catalog and designate their reason for withdrawal to be related to the COVID-19 national emergency to be considered for CARES Act relief. The University will notify potentially eligible official withdrawals via email and provide the University's Truthful Attestation of Coronavirus-Related Circumstances Form. This attestation form must be completed in full and include a detailed explanation describing why the student's withdrawal was the result of the COVID-19 emergency. The completed attestation form MUST be returned to the University within 30 days from the email notification date via email to FinancialServicesSeniorSupport@phoenix.edu. Completed attestation forms received after this deadline will be denied. Students should provide any relevant supporting documentation with the completed attestation form.

The University will review each Truthful Attestation of Coronavirus-Related Circumstances Form submitted and determine whether the student meets the eligibility requirements for CARES Act relief. If the University determines the student is eligible for CARES Act relief, the University will re-disburse any FSA program funds that were included in the R2T4 calculation.

Disbursement Policy

Late Disbursement

The University is required to confirm that certain conditions are met prior to making a late disbursement of FSA program funds, and the conditions vary based on the type of FSA program fund(s) being disbursed. For more information on late disbursements, including post-withdrawal disbursements, and the conditions that must be met, please refer to the Disbursements Policy. This requirement continues to apply, even during the COVID-19 national emergency. However, for students determined to be eligible for the CARES Act provisions related to R2T4 ('Cares Act relief') the University is not required to employ the conditions for determining if a late disbursement, including post-withdrawal disbursements, can be made. Consequently, for students who qualify for Cares Act relief, the University will re-disburse any FSA program funds that were included in the R2T4 calculation.

Exceptions notwithstanding, the University must still perform the R2T4 calculation and required actions within the required timelines and document the results.

If the re-disbursement of FSA program funds previously returned creates a Title IV credit balance, the University must issue funds to the student within 14 days.

Disbursements Policy

Overview

The Disbursements Policy addresses a student's eligibility for standard, late, and post-withdrawal disbursements of federal financial aid funds from the University. The University may only disburse federal financial aid funds to eligible students for allowable charges.

Policy

The University requires the following information be completed before a disbursement of Federal Direct/PLUS loans is made:

- Confirmation of loan amount (fund acceptance)
- Entrance counseling, if applicable
- Master Promissory Note (MPN)

The following are additional items that may be required:

- University's confirmation of financial aid satisfactory academic progress
- A 30-day disbursement delay for first year/first time borrowers

Master Promissory Note Confirmation

The University uses the multi-year MPN and practices an active confirmation process for all borrowers borrowing under the Direct Loan Program. The University requires a student to submit a new MPN if no Direct Loan disbursements are made within one year of the original MPN sign date. The University originates the loan(s) based on the student and/or parent's confirmed loan amount(s) received during the processing of his/her financial aid for each FAFSA award year. Requests may be made for an increase or decrease to the loan amount. However, if the amount(s) of Federal Direct and/or PLUS (PLUS) loans requested exceeds the student's cost of attendance (COA), the University only originates up to the COA.

The University will maximize the student's Subsidized Direct Loan eligibility when awarding and originating the confirmed Direct Loan amount.

Standard Disbursement

The University will notify students, before any disbursement is made, of the amount of federal financial aid funds the student (and his/her parent) can expect to receive under each federal financial aid program for each payment period in the academic year (AY) and how and when those federal financial aid funds will be disbursed. The University will schedule disbursements according to procedures; typically, federal financial aid fund disbursements are scheduled to disburse by the 3rd day of a payment period. For students enrolled in Competency Based Education Programs, the disbursements will be made once the student has posted an academically related activity in each course. This is to confirm enrollment in all courses scheduled for the payment period before funds will be disbursed.

At the time of disbursement, the University will confirm the student continues to meet student eligibility requirements in addition to disbursement requirements and is eligible to receive the federal financial aid funds awarded. Typically, a student is eligible to receive a disbursement of federal financial aid funds for the first payment period of the AY when the University confirms the student has posted attendance in an eligible course(s) in the payment period and satisfactory academic progress standards were met, if applicable. The student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period when the student meets the above criteria in addition to successfully completing one-half the weeks of instructional time AND earning one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

At the time the AY and federal financial aid funding is initially established, if the payment periods are not equal in credit hours and weeks of instructional time, the first payment period will consist of more credit hours and/or weeks of instructional time to ensure the required credit hours and weeks of instructional time are earned/completed before the second payment period disbursement is made, as required. However, based on the student's actual progression thru their AY, the student's federal financial aid funding may be reevaluated resulting in the second payment period consisting of more credit hours and weeks of instructional time than the first payment period.

If a program is longer than one AY and consists of a remaining period that is more than one-half an AY, the remaining period will have two payment periods. Timing and eligibility of the disbursements are the same as outlined above. If the remaining period is equal to or less than one-half an AY, the remaining period will have one payment period. However, the University disburses federal financial aid funds in two disbursements. The second disbursement is not made until the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in this single payment period.

Right to Cancel

Once the loan is disbursed, the University will send the student/parent a disbursement notification that contains information regarding a borrower's Right to Cancel, which includes the time given to respond should the student and/or parent borrower wish to cancel all or a portion of their loan request(s). This notice will be sent to the student/parent no later than seven days after crediting the student's account at the University. Borrowers who wish to cancel all or a portion of their loan must login to the student website and navigate to Account > Awards & Disbursements > Change Loans to initiate the reduction or cancellation of federal financial aid within 30 days from the date the University sends the disbursement notification. If there are any further questions, students can contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679. Any requests received after 30 days will be denied. The University will notify the student/parent in writing the outcome of his/her request regardless of when the cancellation request is received.

Late Disbursement

Students or parents become ineligible to receive federal financial aid funds on the date the student:

- For Federal Grants, the student is no longer enrolled at the University for the award year; or
- For Direct Loans, the student is no longer enrolled at least half time

If a student completes a payment period or academic year, withdraws during a payment period or period of enrollment, or graduates, the University must make or offer the student (or parent in the case of a PLUS loan) a late disbursement of federal financial aid funds for which the student (or parent in the case of a PLUS loan) was eligible while in attendance at the University.

The U.S. Department of Education regulations do not permit the University to make any late disbursement of federal financial aid funds after 180 days from the date the University determined that the student withdrew or, if the student did not withdraw, became ineligible.

The following conditions must be met prior to the date the student became ineligible for a late disbursement

Program

Pell Grant/IASG		No additional requirements
FSEOG	For all programs: 1. ED processed a SAR/ISIR with an official EFC; AND	Student is awarded a grant
Direct Loans	2. The University received a valid SAR/ISIR by the date established by ED.	A loan record is originated

The following additional limitations must be satisfied before the University may make a late disbursement

Direct Loans	The University received a valid SAR/ISIR by the date established by ED; and 1. For a first-year, first-time borrower, the student completed 30 days of the program. 2. For a second disbursement, the student graduated or completed the period for which the loan was intended.
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Paying a Late Disbursement of Federal Financial Aid Grant Funds

Without the student's permission, the University may credit a student's account with a late disbursement of federal financial aid grant funds for charges associated with the current payment period. If federal financial aid grant funds remain to be disbursed from a late disbursement after all outstanding charges on the student's account have been satisfied, the University pays the grant funds directly to the student within 14 days.

Paying a Late Disbursement of Federal Financial Aid Loan Funds

Prior to the University making any late disbursement of federal financial aid loan funds, the borrower is notified with an explanation stating the borrower's obligation to repay the loan funds disbursed. The borrower is given an opportunity to accept or decline the loan. The borrower's authorization to receive the loan must be submitted via a verbal request, the late disbursement letter or a signed statement submitted to the University titled "Late Disbursement Notification."

The borrower has 30 days from the date on the late disbursement letter to return the letter to the University; otherwise the loan award is canceled. If the student had a federal financial aid credit balance before becoming ineligible, and the credit balance consists of direct loans, the University offers the funds to the student in writing and does not disburse the direct loan funds directly to the student until the borrower's authorization is received.

Post Withdrawal Disbursement

As a result of the student's Return to Title IV Funds (R2T4) calculation, the student may be eligible to receive federal financial aid funds that had not disbursed but could have been disbursed prior to the student's withdrawal date (Refer to the R2T4 Policy for further information).

If the total amount of federal financial aid grant and/or loan funds earned by the student on the R2T4 calculation is greater than the total amount of federal financial aid disbursed to the student, or parent in the case of a PLUS loan, the student may be eligible to receive a post withdrawal disbursement (PWD).

The University does not include as a PWD any funds from a disbursement the University was prohibited from making on or before the date of the University's determination that the student withdrew, which would apply to the following:

- A first disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before completing 30 days of the program of study;
- Second or subsequent disbursements of Direct Loan funds unless the student successfully completed the loan period; or
- Disbursements of Federal Pell or IASG Grant funds to a student for whom the University did not have a valid SAR/ISIR by the deadline established by ED

A PWD is made from available grant funds before available Direct Loan funds.

Post withdrawal Disbursement of Federal Financial Aid Grant Funds

The University will credit a student's account with a PWD of federal financial aid grant funds (Pell, IASG, and FSEOG), without the student's permission, for outstanding current allowable charges.

The University will obtain a student's authorization to apply PWD grant funds toward anything other than current charges. The University disburses any amount of a PWD of federal financial aid grant funds as soon as possible, but no later than 45 days after the date of the University's determination that the student withdrew.

If the student does not respond to the University's notice for authorization, federal financial aid grant funds are used for outstanding allowable charges. (See Allowable Charges Policy for the definition of allowable charges).

Post withdrawal Disbursement of Federal Financial Aid Loan Funds

The University notifies a student, or parent in the case of a PLUS loan, in writing prior to making any PWD of Direct Loan funds, whether credited to the student's account or disbursed directly to the student (or parent in the case of a PLUS loan). The written notification is sent to the student (or parent in the case of a PLUS loan) as soon as possible, and within 30 calendar days of the University's date of determination that the student withdrew. The written notification includes the following:

- The type and amount of Direct Loan funds to be credited to the student's account or disbursed directly to the student or parent, in the case of a parent PLUS loan,
- Explanation that the student, or parent in the case of a PLUS loan, has the right to accept or decline all or a portion of the funds offered.
- Information about the borrower's obligation to repay Direct Loan funds, if disbursed.

- A request for authorization to credit Direct Loan funds to the student's account, indicating if authorization is not provided in writing, the student may not receive any Direct Loan funds as a direct disbursement, unless the University concurs.
- Information informing the borrower that no PWD will be made if he/she does not respond in writing within 30 days of the date of the letter. The University may, on an exception basis, choose to accept a late request. and/or accept verbal authorization from the borrower. The deadline for a borrower to accept a PWD is the same for both a confirmation of a Direct Loan disbursement to the student's account and direct disbursement of a PWD.
 - If the University declines to honor a late request accepting loan funds to be credited to the student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.
 - If the University chooses to honor a late request, all loan funds must be disbursed in accordance with the student or parent's request. The result of the contact and final determination made concerning the disbursement is documented in the student's file.
- Instructions to submit the request electronically or in writing directly to Student Financial Services-Operations (SFS-O) by mail, fax, or via the student website.

If the student, or parent in the case of a PLUS loan, responds in writing to the notice within 30 days of the date of the letter and authorizes the University to make all or a portion of the PWD, the funds are disbursed in the manner specified by the student, or parent in the case of a PLUS loan, within 180 days of the University's date of the determination that the student withdrew.

If the University chooses to honor a late request, all loan funds accepted by the student, or parent in the case of a PLUS loan, are disbursed in accordance with the student's or parent's request. If the University declines to honor a late request accepting loan funds to be credited to student's account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.

The University does not request federal financial aid funds for a PWD unless and until it has determined the following:

- A PWD is due and accepted by the student, or parent in the case of a PLUS loan,
- The amount of the PWD, and
- The PWD can be disbursed within three business days of receipt.

Enrollment Reporting Policy

Overview

The Enrollment Reporting policy details how the University confirms and reports the enrollment status of all Title IV students and previous Title IV students who transfer to the University.

Policy

The University reports enrollment both in the Campus-Level Record, representing the student's overall enrollment at the University and in the Program-Level Record, for each of the academic programs the student attended using the eight-digit Office of Post-secondary Education Identifier (OPEID) for the location of the course. To complete these reporting requirements, the University contracts with the National Student Clearinghouse (NSC). NSC then provides this information to the participating guaranty agencies, lenders, and servicers.

Even though the University uses NSC for enrollment reporting, the

University remains responsible for submitting timely, accurate, and complete responses to Enrollment Reporting roster files and for maintaining appropriate documentation. NSLDS sends the roster to NSC; however, if the response is not received in a timely matter, NSLDS notifies the University rather than NSC.

Reporting Schedule

The University is required to confirm enrollment information for all students on its roster file scheduled at least every two months and must do so within 15 days of the date NSLDS sends the roster to NSC. In addition, any changes in enrollment status to less than half-time, graduated, or withdrawn must be reported within 30 days of becoming aware of the change. To meet this requirement, the University confirms and reports the enrollment status of all students to the NSC on a weekly basis. NSC uses the data provided by the University to complete the Enrollment Reporting file sent from ED on a weekly basis.

NSLDS returns an error report if it identifies errors in the Enrollment Reporting file. Any identified errors must be corrected and resubmitted to NSLDS within 10 days. The University accesses the NSLDS error report via the NSC site promptly after an error is identified to ensure the necessary corrections are made within the 10-day timeframe.

Overall Enrollment Status categories

<u>Code</u>	<u>Status</u>	<u>How the University Reports the Status Start Date for Enrollment Statuses</u>
F	Full-time	The status start date is not reported on the weekly SSCR report. It is determined by NSC based on the first day of the term (which is the course start date associated with the first academic related activity (ARA) that triggered the full-time status)
L	Less than half-time	The start date of the term date is reported
A	Leave of Absence	The start date of the approved leave of absence
G	Graduated	The academic complete date for the program (which is the end date of the last course)
W	Withdrawn	The student's official last date of attendance (OLDA) at the time the system updates the status to withdrawn
D	Deceased	The date of death (when provided) or the date the University received the request in any event the date of death is not provided

Status Start Date

The University reports the status start date (status effective date) if the student has a Graduated (G), Deceased (D), Withdrawn (W), Less Than Half Time (L), or is on an approved LOA (A) status.

Anticipated Graduation Dates

The anticipated graduation date is the date the student is projected to graduate and is required only for enrollment data and students with F, Q, H, L, or A statuses.

Federal Financial Aid Credit Balance Policy

Overview

The Federal Financial Aid Credit Balance Policy addresses federal financial aid credit balances and how the University handles those credit balances when they occur on a student's account. Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges for the payment period, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account.

Policy

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges), a federal financial aid credit balance occurs. Federal financial aid credit balances will be issued to the student, or parent as applicable, within 14 days of the date federal financial aid funds are disbursed or the date the federal financial aid credit balance occurs (which is the date the funds are applied to the student's account).

Unclaimed Federal Financial Aid Credit Balances

The University will refund Federal financial aid credit balances to the student or parent via electronic funds transfer (EFT). In the event direct deposit has not been setup or the EFT is rejected, a paper check will be sent to the student or parent using the student's current address on record. Federal financial aid credit balance checks issued to students or parents are required to be negotiated within 90 days of issuance. Any refund check not cashed within the 90 days will be canceled and the University will return this unclaimed credit balance to the applicable federal financial aid program(s). In the event a check is returned to the University, the University will (re) confirm the student's or parent's current address and reissue this check if the current address has been updated since the original check was issued. If the current address has not been updated, the University will return this unclaimed credit balance to the applicable federal financial aid program(s).

All unclaimed credit balances will be returned in the following order:

- Unsubsidized Direct Loans (other than Direct PLUS)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG Grants
- TEACH Grants
- Iraq and Afghanistan Service Grants

Federal Pell Grant/IASG Policy

Overview

The Federal Pell Grant/Iraq and Afghanistan Service Grant (IASG) Policy illustrates how the University calculates and awards Pell Grants (including those funds awarded under the Children of Fallen Heroes or Children of Fallen Soldiers) and IASG to eligible students.

Policy

The University calculates the annual award for Pell eligible students in nonterm credit-hour programs using Federal Pell Grant Formula 4 in conjunction with the Federal Pell Grant full-time payment schedule. The maximum duration of Pell and IASG eligibility is limited to six full-time scheduled awards, as measured by the percentage of lifetime eligibility used (LEU). A student is ineligible to receive further Pell and or IASG funds if they have 600% or greater.

Pell Grant Eligibility

Students who meet general eligibility requirements (Refer to the University's Consumer information Guide for further information on general eligibility) and have a calculated expected family contribution (EFC) number that meets Federal Pell Grant eligibility criteria will be awarded Federal Pell Grant funding.

In addition, students who meet one of the following criteria will be awarded the Federal Pell Grant or IASG funding:

Iraq and Afghanistan Service Grant (IASG)

The IASG is awarded to students whose parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001 and meets one of the following requirements:

- The student was less than 24 years of age when the parent or guardian died; or
- The student was enrolled at an institution of higher education at the time of the parent or guardian's death.

If the student is eligible for a Federal Pell Grant, the University will award and package all federal financial aid based on a zero EFC. If the student is ineligible for a Federal Pell Grant because his/her EFC is too high, the student may receive the IASG. The grant amount is equal to the maximum Federal Pell Grant for the award year and cannot exceed the student's cost of attendance. The IASG is subject to a federal budget cut each year, known as sequestration. Because the IASG awards are subject to a federal budget cut each year, there are reductions from the award amount for which the student would otherwise have been eligible to receive. Each year, this amount changes based on the Budget Control Act of 2011.

Children of Fallen Heroes:

A student whose parent or guardian died in the line of duty while performing as a public safety officer may receive increased amount of federal financial aid under the Children of Fallen Heroes Scholarship if the student is Pell grant eligible and

- The student was less than 24 years of age when the parent or guardian died; or
- The student was enrolled at an institution of higher education at the time of the parent or guardian's death.

In these scenarios, all federal financial aid will be based on a zero EFC. The zero EFC is only used for awarding purposes.

The U.S. Department of Education does not provide any notification of eligibility to the University. Consequently, students who believe they qualify for this scholarship must notify the University's Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 and provide any required documentation requested. The University will determine based on the documentation submitted whether or not the student meets the eligibility criteria. For more information, please refer to the University's Consumer Information Guide.

Children of Soldiers:

A student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, may receive increased federal financial aid funds if at the time of the parent or guardian's death the student was either less than 24 years old or was enrolled in college. Eligibility is based upon the following:

- If the student is Pell grant eligible, the student may receive a Pell grant; OR
- If the student is not Pell grant eligible because his/her EFC is too high, the student may receive an Iraq and Afghanistan Service Grant.

In these scenarios, all federal financial aid will be based on a zero EFC. The zero EFC is only used for awarding purposes.

The U.S. Department of Education (ED) notifies the University when a student appears to meet the criteria for Zero EFC treatment because a parent or guardian died as a result of U.S. military service in Iraq or Afghanistan. This is based on a match with the U.S. Department of Defense file of eligible dependents)

Calculating Payment Amounts

The award for each payment period will be based upon ED's full-time Pell payment schedule and may be subject to proration. The scheduled Pell/IASG award is prorated based on the percentage of the following:

- Credit hours scheduled to be completed in the payment period over 24 credit hours in the academic year; or
- Weeks of instructional time scheduled to be completed in the payment period over the defined instructional weeks in the academic year. (Refer to the Academic Year Definition Policy for further information)

The Pell/IASG award is calculated using the lesser percentage multiplied by the full-time Pell scheduled award.

Year Round Pell/IASG

Students may be eligible to receive up to one and one-half Pell/IASG Grant awards during a single award year, not to exceed 150% of the student's scheduled award for the award year (Referred to as Year Round Pell). Students must meet the following criteria to be considered for a second scheduled award:

- Must be enrolled at least half-time;
- Must have received 100% of the first scheduled award in a single award year in a certificate, associate degree, or baccalaureate degree program;
- Must be enrolled in an eligible program for one or more additional payment periods during the same award year that are not otherwise fully covered by the student's Pell Grant; and
- Must have successfully completed the credit hours of previous payment period

Crossover Payment Periods

When a payment period falls into two federal award years (payment period includes both June 30 and July 1), it is referred to as a "crossover payment period." If a student's academic year/loan period includes a crossover payment period, the entire payment period must be considered to occur within one federal award year. The University determines for each Pell/IASG grant recipient the federal award year to be used to determine the recipient's Pell/IASG grant award.

For payment periods that meet the above definition, the University will award and disburse the largest Pell/IASG grant possible based on all federal award year ISIRs received by the University and eligible for payment at the time the student's initial disbursement. If an additional FAFSA award year ISIR is subsequently received, which provides a higher total federal grant award (Pell/IASG/FSEOG combined) for the student during the crossover payment period, the University will evaluate and re award the Pell/IASG grant as long as the initial disbursement has not been made and both federal award years have not been closed by ED.

Official deadlines are published by ED annually in the Federal Register and are provided to schools on <https://ifap.ed.gov>

Pell Payment Calculations and LEU Limitations

If a student has less than 100% remaining of the maximum 600% Pell LEU, the University will disburse 50% of the Pell award in the first Pell payment period. The remaining percentage of the Pell award is disbursed in the second Pell payment period. Rounding rules do not apply to these disbursements.

Pell Payment Calculations and LEU Limitations for End of Program (EOP)

For any remaining portion of a program that is more than half of an academic year (AY) but less than a full AY, the remaining portion is divided into two payment periods. The first payment period is the period in which the student successfully completes half of the credits AND half of the weeks of instructional time in the remaining portion. A student may receive less than a Scheduled Award in an award year, if the program crosses award years and the student's Pell Grant award in one of the award years is for a portion of the program that is less than a full AY.

- The annual award for a student in a nonterm credit-hour program is taken from the full-time payment schedule even if the student is attending less than full-time.
- Comparable prorations will be performed based on the number of credits in the payment period as they compare to the credits in the defined AY OR the number of weeks of instructional time in the payment period as they compare to the weeks of instructional time in the AY.
- The scheduled Pell award will be multiplied by the lesser of the 2 calculations to determine the Pell payment.
- If a student has more than 500% Pell LEU, the Pell payment will be the lesser amount between the proration calculation and the remaining eligibility award using the Pell LEU calculator.

Disputing the Accuracy of Pell Grant LEU Information

If a student attending the University chooses to dispute the accuracy of the Pell LEU information found in the Common Origination and Disbursement (COD) System, the University will assist the student in resolving this dispute. The University will not escalate the matter should it discover the amount of the Pell Grant LEU percentage being disputed would not, if corrected, make the student eligible for additional Pell Grant funding.

However, if there is a valid dispute, acceptable documentation to resolve the dispute must be collected. This documentation could include, for example, a written statement from the previous institution confirming the student never attended, or at least never received Pell Grant funds from that institution for the award year in question. The University will submit the documentation through the COD Web site. The Department of Education (ED), after its review of the student's assertion and any supporting information submitted, will provide the University with a response and instructions on how to proceed. For further information, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Rounding

The University uses standard rounding rules, applied consistently to all students, and will round Pell and IASG Grant disbursements to the nearest dollar (not to exceed the scheduled Pell/IASG award). See exception under "Pell Payment Calculations and LEU Limitations" section below.

Recalculation

If an expected family contribution (EFC) changes due to corrections, updating, or an adjustment and the EFC change would change the Pell/IASG grant award, the University will recalculate the Pell/IASG award for the entire award year. If, as a result of the recalculation, the student received more Pell/IASG award than the student was eligible for, an overpayment exists. Refer to the Overawards and Overpayments Policy for further information on how to resolve the overpayment.

Retroactive Payments

For all prior payment periods for which a student was an eligible student within the FAFSA award year, the University may pay the total lump sum of retroactive payments in two separate installments one day apart from each other.

Regaining Eligibility

If a student resolves ineligibility criteria while attending the University (e.g. resolves a default or over borrowing), the effective date of regaining eligibility for the Federal Pell Grant and IASG programs begins with the payment period in which the issue is resolved.

Federal Student Aid Fraud Policy

Overview

The Federal Student Aid Fraud Policy addresses the actions the University will take in situations where the University suspects that a student, employee, other individual, or contracted Third-Party Servicer has willfully falsified or misrepresented information for the purpose of obtaining federal student aid that the student would not otherwise be eligible for.

Policy

The University will investigate any student/applicant who is suspected of having engaged in fraud or other criminal misconduct in connection with the application for or receipt of federal student aid programs funds. Following the conclusion of its investigation, if the University has credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the University will refer the information to the Department of Education's Office of Inspector General (OIG).

Federal Student Aid Fraud

Federal student aid fraud is the willful misrepresentation or falsification of information for the purpose of securing federal student aid that the individual is not eligible for or not eligible for to the extent received. Federal student aid fraud can take many forms, including, but not limited to falsification of documents, discrepant information, and/or identity theft. Examples of potential instances of federal student aid fraud include, but are not limited to:

- False claims of high school diploma (or equivalent) completion
- False statements of federal tax return filing status
- False statements of income
- Unresolved conflicting information
- Patterns of misreported information from one federal award year to the next
- Falsified documents (including reporting members that are not part of your household)
- Forged signatures on an application, verification documentation or Direct Loan master promissory notes
- False statements of U.S. citizenship or eligible noncitizen
- False claims of independent student status
- Use of fictitious names, addresses, birth dates, social security numbers
- Identity theft

Federal Student Aid Fraud Investigation

If the University suspects or determines there has been intentional misrepresentation, false statements, or falsification/alteration of documents, which have resulted or could result in the awarding or disbursing of federal student aid funds for which the student is not eligible, the case shall be referred to the University's Student Administrative Services (StAS) Financial Aid Compliance Team for investigation.

When an investigation is initiated, the University will cease processing the student's application for federal student aid, making federal student aid award determinations, and/or disbursing federal student aid funds previously awarded. In addition, the University may cancel the student's previously awarded federal student aid funds and/or return a federal student aid credit balance(s) to ED.

During its investigation, if the StAS Financial Aid Compliance Team determines additional documentation or actions are required, the student will be notified in writing. This notification will provide the documentation or action required from the student and the due date for submission/completion. If the student fails to provide this additional documentation or action by the due date, the University's investigation will be deemed complete.

Upon completion of the University's investigation, the StAS Financial Aid Compliance Team will determine whether or not the student is eligible for continued participation in federal student aid programs, notify the student of its decision, and if necessary report any overpayment of federal student aid funds received to ED or the loan servicer, as applicable.

Federal Student Aid Fraud OIG Referral

If there is any credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the StAS Financial Aid Compliance Team will refer this information to the OIG for further investigation.

Note: The University is only required to refer the suspected case for investigation, not reach a firm conclusion about the conduct.

Inspector General's Hotline: 1-800-MIS-USED

Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1500

HEROES Act Policy

Overview

The HEROES Act Policy ensures service members who are receiving federal financial aid at the University are not adversely affected because of their military status and minimizes the administrative burden placed on such individuals.

Policy

If an affected individual in one of the categories within this policy notifies the University of his/her affected status, the University will ensure he/she is not disadvantaged because of that status. Contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

Category 1 Individuals

Individuals affected by the waivers and modifications under this category include persons

- who are serving on active duty during a war or other military operation, or national emergency;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency;
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency; or
- suffered direct economic hardship as a direct result of a war or other military operation, or national emergency.

The following waivers and modifications affect Category 1 individuals:

Need Analysis

The University substitutes adjusted gross income plus untaxed income and benefits received in the first calendar year of the award year, or another annual income that more accurately reflects the family's current financial circumstances for which such determination is made for any affected individual, spouse and dependents, if applicable, to reflect the financial condition of an affected individual and family. The University has the option of using the applicant's original EFC, the EFC based on the data from the first calendar year of the award year, or the EFC based on another annual income that more accurately reflects the family's current financial circumstances. If the University chooses to use the alternate EFC, it uses the administrative professional judgment procedures established by the Secretary as discussed in the following section.

The HEROES waivers and modifications is separate from those impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (Refer to the Student Financial Aid Eligibility Policy for information on natural disasters)

Professional Judgment

To more accurately reflect financial need; the University uses professional judgment for affected individuals. The University determines the need for an affected individual by determining the most beneficial of the following:

- The individual's need as determined using the adjusted gross income plus untaxed income and benefits received in the first or second calendar year of the award year;
- The individual's need as determined using another annual income that more accurately reflects the family's current financial circumstances; or
- The individual's need as determined making no modifications. (I.e. an individual's income increased because of serving on active duty).

The University clearly documents the reasons for any adjustment and the facts supporting the decision. In almost all cases, the University will have documentation from a third party with knowledge of the student's unusual circumstances. As usual, any professional judgment decisions made that affect a student's eligibility for a subsidized student financial assistance program will be reported to the Central Processing System.

Title IV Grant Overpayments

A student who withdraws from the University because of an affected individual status is not required to return or repay any overpayment of grant funds based on the Return of Title IV (R2T4) calculations.

The University does not deny federal financial aid eligibility to an affected individual who owes an overpayment. In addition, the University does not contact the student, notify NSLDS, or refer the overpayment to Debt Collection Services. However, the affected individual's file will be documented to include the amount of the overpayment.

The University does not apply any federal financial aid credit balance toward an overpayment before using the credit balance to pay authorized charges; pay the credit balance to the student (or parent, in the case of a PLUS loan); or use the credit balance to reduce the student's federal financial aid loan debt (with the student's authorization).

Verification of AGI and U.S. Income Tax Paid

For an affected individual who is required to file a U.S. income tax return and has been granted a filing extension by the IRS, the University accepts the following:

- A copy of IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return" or a copy of the IRS's approval of an extension beyond the automatic six-month extension (if additional extension was requested); AND
- A copy of each W-2 received for the specified year or, for a self-employed individual, a statement signed by the individual certifying the amount of the AGI and U.S. income tax paid for the specified year

If an affected individual has not filed an income tax return by the filing deadline, in lieu of an income tax return, the University will accept the following to verify AGI and U.S. income tax paid:

- A statement from the individual certifying that he/she has not filed an income tax return or a request for a filing extension because he/she was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency; AND
- A copy of each W-2 received for the specified year, or for a self-employed individual, a statement signed by the individual certifying the amount of AGI and U.S. income tax paid for the specified year

The University may request that an individual granted a filing extension submit tax information using the IRS Data Retrieval Tool, or by obtaining a tax return transcript from the IRS that lists tax account information for the specified year after the income tax return is filed. If the University receives the tax information, it will verify the income information of the tax filer(s).

Category 2 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency; or
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency.

The following waivers and modifications affect Category 2 individuals:

Post-withdrawal Disbursement (PWD)

A student who withdraws because of status as an affected individual and who is eligible for a post- withdrawal disbursement has up to 45 days to respond to a PWD offer. However, at the University's discretion, it may honor the PWD if the student (or parent in case of a parent PLUS loan) responds to the offer after 45 days.

Leaves of Absence (LOA)

The University documents the decision for granting an approved LOA to an affected individual if that individual has difficulty providing a written LOA request because of affected status. The documentation includes both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing.

Treatment of Federal Financial Aid Credit Balance When a Student Withdraws

The University pays any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the balance occurred.

Loan Cancellation

The University allows an affected individual to request a cancellation up to 60 days after the date the University notifies the borrower of the right to cancel. The cancellation may be for all or a portion of a loan for which proceeds have been credited to the account at the University. If the University receives a loan cancellation after the 60-day period, the University may, but is not required to, comply with the request.

Satisfactory Academic Progress

If a student fails to meet the University's satisfactory academic progress (SAP) standards (Refer to the SAP Policy for further information) as a direct result of being an affected individual in this category, the student may request a SAP appeal. The University will approve the appeal based on documentation of military orders.

Category 3 Individuals

Individuals affected by the waivers and modifications under this category include persons who

- are serving on active duty, or
- are performing qualifying National Guard duty during a war or other military operation or national emergency.

The following waivers and modifications affect Category 3 individuals.

Institutional Charges and Refunds

If a student is called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency, the student is eligible for a deferral of any balance owed the University. Additionally, the student is eligible for a drop credit request (DCR) for a course if the student begins the course within 60 days of return from deployment. The amount of the credit is dependent upon the number of weeks attended prior to the student withdrawing for military reasons. (Refer to the Finance Policy - Military Deployment/Military Leave)

Category 4 Individuals

Individuals affected by the waivers and modifications under this category include dependents of persons who are

- serving on active duty; or
- performing qualifying National Guard duty during a war, other military operation, or national emergency.

The following waivers and modifications affect Category 4 individuals.

Verification Signature Requirements

A dependent student is not required to submit a statement signed by one of the applicant's parents when no responsible parent can provide the required signature because of the parent's status as an affected individual in this category.

Signatures on the Free Application for Federal Student Aid (FAFSA), Student Aid Report (SAR), and Institutional Student Information Record (ISIR)

A dependent student is not required to provide a parent's signature on the FAFSA, SAR, or submitting corrections electronically when there is no relevant parent to provide a signature because of the parent's status as an affected individual in this category. The high school counselor or financial aid administrator may sign on behalf of the parent as long as the applicant provides adequate documentation concerning the parent's inability to provide a signature due to the parent's status as an affected individual.

Federal Student Aid Leave of Absence Policy

Overview

The Federal Student Aid Leave of Absence (LOA) Policy addresses the impact to Title IV recipient students approved for an LOA. For more information regarding the University's Leave of Absence policy, please see the University's Academic Catalog. Students who need to take a formal break from their program can complete an LOA request form by accessing his/her student website at <https://ecampus.phoenix.edu>.

Policy

Federal Student Aid Disbursements

The University may, at its discretion, disburse Federal Pell Grant, IASG, and/or FSEOG funds to a student on an approved LOA; however, under no circumstances will the University disburse Direct loan funds to a student on an approved LOA. Credit balances resulting from federal student aid funds will be issued within 14 days of the date the credit is created.

Tuition and Fees

The University may not increase a student's tuition and fees (e.g. institutional charges) by approving the LOA. Therefore, if an LOA is approved to begin during a course(s), the University will issue the student an LOA Credit (LOAC) if the student fails to successfully complete this course(s). The amount of the LOAC will ensure that the student's tuition and fees for the payment period do not increase as a result of the University's approval of the LOA. The LOAC will be applied to the first course(s) the student attends after the LOA end date as long as the student returns to his/her program of study within 180 days of their official last date of attendance (OLDA) prior to the LOA start date.

Failure to Return

A student is expected to return from an approved LOA, as scheduled; failure to do so may impact the student's Direct loan repayment terms, including the expiration of the student's grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student's last date of attendance prior to the LOA. In addition, if the student reenters, after withdrawing from the University, the previously approved LOA days will count towards the student's LOA maximum of 180 days in a 12-month period.

Program Change During Approved LOA

If a student returns from an approved LOA and begins a new program, the University will perform a return of Title IV (R2T4) calculation to withdraw the student from his/her initial program of study. The student's last date of attendance in these scenarios will be the last academic related activity (ARA) prior to taking the approved LOA. The University's date of determination will be the Program Change Effective Date/Program Begin Date. Once the University has withdrawn the student from the initial program, the student will be enrolled and awarded federal aid in the new program. (Refer to the Awarding Aid to Transfer Students Policy and Re-Entry Policy for further information)

Overawards and Overpayments Policy

Overview

The Overawards and Overpayments Policy addresses how and when the University is required to resolve overawards and overpayments that occur in a student's federal financial aid package.

Policy

An overaward exists if any of the following conditions are met:

- The University awards federal financial aid to a student who is ineligible for the amount received
- A student's award in an individual federal program exceeds the regulatory maximum
- Student's federal financial aid package exceeds his/her need
- Student's award exceeds his/her cost of attendance (COA)
- Student is receiving a Federal Pell Grant or Iraq and Afghanistan Service Grant (IASG) at multiple schools for the same period of enrollment

An overpayment can occur:

- When an overaward cannot be corrected since some or all federal financial aid disbursements have been made
- Immediately at the time a student receives funds for a federal program for which he/she has zero eligibility

Overawards

Adjusting Disbursements

The University first attempts to eliminate an overaward by replacing the EFC with non-need-based loans, provided the student has not been awarded up to the COA. If the overaward is not resolved by replacing the EFC, the University will eliminate the overaward by cancelling or reducing any future Direct Loans or private loans first. The University may also attempt to eliminate an overaward by using actual COA charges for the academic year. If, after making these adjustments, an overaward still exists, the University will reduce aid in the following order:

- Private Loan
- Direct Graduate/Professional PLUS Loan
- Direct Parent PLUS Loan
- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Institutional Grant or Scholarship Aid
- State Grant Funds

Federal Pell Grants

The Federal Pell Grant is never adjusted to account for other forms of financial assistance. Therefore, if a student's financial aid package exceeds need, the University will first attempt to eliminate the overaward by reducing other financial aid awarded.

Iraq and Afghanistan Service Grants (IASG)

The IASG, like the Federal Pell Grant, is never adjusted to account for other forms of financial assistance. If a student's financial aid package includes an IASG and the package exceeds the student's need or COA, but the IASG by itself does not exceed the student's need, the University must reduce other financial aid to eliminate the overaward. However, if the IASG payment by itself exceeds the student's COA for a period of enrollment, the total amount of the IASG must be reduced to the federal financial aid (Title IV) COA for the period of enrollment.

If a student receiving an IASG becomes Pell eligible during the award year, the University must treat the Pell Grant as Estimated Financial Assistance (EFA) and may need to adjust the student's financial aid package.

Campus-Based Funds

The University only disburses the Federal Supplemental Education Opportunity Grant (FSEOG) to students who's FSEOG, combined with other estimated financial assistance (EFA) does not exceed the student's financial need.

Estimated Financial Aid Assistance Exceeds Need

Campus-based funding allows for a \$300 overaward tolerance if a student has received additional EFA not included in the calculation of the FSEOG. The \$300 threshold is allowed only if an overaward occurs after Campus-Based aid has been awarded and/or disbursed and the University was unaware the student would receive additional financial assistance.

NOTE: Direct loans do not provide for any type of tolerance in need.

Therefore, if a student received additional amounts of EFA not included in the calculation of the FSEOG and Pell Grant and the amount results in the total EFA exceeding financial need by more than \$300, the University may take, at its discretion, the following steps:

- If the student demonstrates increased financial need and the total amount of EFA does not exceed this increased need by more than \$300, no further action will be necessary.
- If the total amount of EFA still exceeds need by more than \$300, cancel any undisbursed loan or grant funds except for Pell Grant funds.
- If the total amount of EFA still exceeds need by more than \$300, treat it as an overpayment that must be eliminated.

Direct Loans

Direct Subsidized Loans, in combination with other need-based aid, cannot exceed a student's need or COA. Direct Unsubsidized Loans or Direct PLUS Loans, in combination with other EFA, cannot exceed a student's COA.

If the University discovers, before disbursing Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan funds, that a student will receive (or has received) EFA for the period the loan was intended and the combined amount of EFA and loans will exceed the amount of financial aid the student is eligible for, the University will reduce or eliminate the overaward by either:

- Using the student's Direct Unsubsidized Loan, Direct PLUS Loan, state-sponsored or another non-federal loan to cover the EFC, if not already done; or
- Reducing or returning one or more disbursements to eliminate the overaward.

State Grants and Pell Grant funds only

In the event there is an overaward, if a student is awarded state grant funds and Pell Grant funds only, state grant funds will be reduced to eliminate this overaward.

Overpayments

If an overpayment exists, it must be repaid to the Department of Education (ED). The responsibility will determine who must return the funds.

University Responsibility

If the overpayment occurs due to an error made by the University, the University is responsible for the overpayment and must repay the entire amount of the overpayment. The following are examples of overpayments for which the University is responsible:

- Unresolved overawards;
- Failure to complete verification;
- Miscalculated COA;

- Payment in excess of loan limits;
- Application errors or misreporting;
- Required recalculations not performed; or
- R2T4 calculations

In the scenarios listed above, the University may attempt to collect the amount from the student. However, the student is never reported to the National Student Loan Data System (NSLDS) or referred to ED for collection. This debt does not result in the loss of federal financial aid eligibility for the student.

Student Responsibility

If the overpayment occurs due to an error made by the student, the student is responsible for the overpayment and must repay amounts of \$25 or more. The University will notify the student of the repayment and inform the student that failure to repay or make satisfactory arrangements to repay the overpayment will result in loss of federal financial aid eligibility.

If the overpayment is the result of a Return of Title IV calculation, the student must repay amounts of \$50 or more. (Refer to the Return of Title IV Policy for further information)

Inadvertent Overborrowing

Inadvertent overborrowing occurs when a student inadvertently receives Direct Loan funds in excess of annual or aggregate loan limits. A student who has inadvertently overborrowed is ineligible for any further federal financial aid funds until:

- The student has repaid the full excess Direct Loan amount;
- The student makes satisfactory arrangements (loan reaffirmation) with the holder of the loan to repay the excess Direct Loan amount; or
- The student consolidates the Direct Loan(s) which exceeded the annual or aggregate loan limits.

Overpayment Resulting from Return to Title IV

If a student withdraws from the University and as a result of a Return to Title IV (R2T4) Calculation the student has a Federal Pell Grant overpayment, the University immediately sends a written notice to the student requesting repayment of the overpayment amount. The notice, sent within 30 days of the date of determination to any student who owes a grant overpayment as a result of the student's withdrawal from the University, includes a statement that failure to make the repayment, or make satisfactory repayment arrangements with the holder of the overpayment will make the student ineligible for further federal financial aid until the overpayment is resolved. Students are not liable for, and the University is not required to attempt recovery of or refer to the Secretary, a Pell Grant overpayment that is less than \$50 and is not a remaining balance.

If the student fails to repay the Pell Grant overpayment or make satisfactory repayment arrangements, after the University has contacted the student, the University must refer the overpayment to the U.S. Secretary of Education for collection purposes.

Other Resources

Federal financial aid, including other resources (Refer to the Packaging Philosophy Policy for examples of other resources), may not exceed a student's COA and/or federal financial need. At times, the University may receive EFA, in the form of other resources, it was unaware of for a student. If the EFA was received after the end of the period of enrollment for a student who is still enrolled or who is intending to re-enroll, the University will include the EFA for the period in which it was received.

Packaging Philosophy Policy

Overview

The Packaging Philosophy Policy addresses the University's packaging of financial assistance and its process to ensure students' awards do not exceed their total cost of attendance (COA) for an academic year.

Policy

Prior to determining a student's eligibility for federal financial aid, the University confirms a valid output document - Institution Student Information Record (ISIR) - is on file.

The University treats all applicants in the same manner when awarding funds, packaging up to the student's cost of attendance (COA) by replacing the expected family contribution (EFC) with non-need based aid, unless otherwise specified by the student (or parent in case of a PLUS loan).

Loan amounts that exceed the EFC must be counted as estimated financial assistance.

Determining Need

The University subtracts the EFC and all estimated financial assistance (EFA), which includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other resources from the COA to determine need for Subsidized Loan eligibility.

Example:

\$12,500	COA
- 2,500	EFC
- 1,600	Pell Grant
- 500	FSEOG
- 1,400	Scholarship (Other Resources)
\$6,500	Need

Federal Pell Grant/Iraq and Afghanistan Service Grant

The Federal Pell Grant (including those funds awarded under Children of Fallen Heroes or Children of Soldiers) or, alternatively, Iraq and Afghanistan Servicemembers Grant (IASG) is considered to be the first source of financial assistance to the student.

The Iraq and Afghanistan Service Grant is NOT considered EFA. It is never included in determining if a student's EFA exceeds need or COA.

Other Resources (Other Non-Federal Financial Aid Resources)

Other resources are included as estimated financial assistance (EFA) and count against federal financial need and COA.

Other resources include, but are not limited to, the following:

- Grants and scholarships from private organizations
- University grants and scholarships
- Employer Tuition Assistance or Reimbursement, regardless of whether it is paid directly to the University
- Military tuition benefits , including benefits paid under Chapter 101 of Title 10
- AmeriCorps
- University tuition or rEsources Fee discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student's education
- Private loans
- Private and State grants
- Tribal aid
- Funds paid directly to the University for a component of the student's cost of attendance

Note: If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as EFA for packaging purposes. Students should contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

EXCEPTION: The following benefits are excluded as estimated financial assistance: Chapter 103 of Title 10, Chapter 106A of Title 10, Chapter 1606 of Title 10, Chapter 1607 of Title 10, Chapter 30 of Title 38, Chapter 31 of Title 38, Chapter 32 of Title 38, Chapter 33 of Title 38, Chapter 35 of Title 38, Section 903 of the Department of Defense Authorization Act, 1981, Section 156(b) of the "Joint Resolution making further continuing appropriations and providing for productive employment for the fiscal year 1983, and for other purposes", Provisions of Chapter 3 of Title 37
The University does not count AmeriCorps benefits as EFA when determining eligibility for a Subsidized Direct Loan; however, the University does include AmeriCorps benefits when determining eligibility for a Direct Unsubsidized Loan

Private loans are NOT considered EFA UNLESS the loan substitutes for the EFC and exceeds it, in which case the loan funds which exceed the EFC are considered EFA

Determining Remaining Non-Need Based Aid

The University subtracts all estimated financial assistance (EFA), which includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other resources, as well as any Subsidized Loan eligibility from the COA to determine the remaining need for non-need based federal financial aid (Unsubsidized, Parent PLUS, and/or Federal Direct Graduate/Professional PLUS Loans). NOTE: The EFC is NOT included when determining the remaining non-need based aid:

\$12,500	COA
- 1,600	Pell Grant
- 500	FSEOG
- 1,400	Scholarship (Other Resources)
- 3,500	Direct Subsidized Loan
\$ 6,500	Remaining Need for Non-Need Based Aid

Students eligible for a Graduate/Professional PLUS loan who do not request the maximum Direct Unsubsidized Loan amounts they are eligible for, are notified of their maximum Unsubsidized Loan eligibility, the loan interest rate for Direct Unsubsidized Loans and PLUS Loans, providing the opportunity to request the maximum Direct Unsubsidized Loan they are eligible for.

Conflicting Information and Other Resources

At times, the University may become aware of EFA received by the student for which it was previously unaware. This EFA is considered a type of conflicting information by the U.S. Department of Education (ED). The University is responsible for resolving ALL conflicting information in a student's file and must ensure any EFA received is accounted for in the student's financial aid award. Refer to the Overaward and Overpayments Policy for what actions the University may be required to take to address this conflicting information.

Student Re-entering the University Policy

Overview

The Students Re-entering the University Policy addresses how the University will treat Title IV students when they withdraw from the University and re-enter the same program within 180 days or withdraw from the University and re-enter after 180 days, or re-enter into a different program of study. This federal financial aid Re-entry policy is separate from the institution's Academic Program Re-entry policy.

Policy

Introduction

When a student withdraws from the University and subsequently returns, the timing of the student's return and the program into which the student returns will determine the student's financial aid award.

There are three categories:

- Student re-enters the same program within 180 days from his/her withdrawal;
- Student re-enters the same program more than 180 days after his/her withdrawal; or
- Student re-enters into a different program, regardless of when the student returns.

In assessing whether a student returned within 180 days, the 180 days is determined by counting the days between the student's official last date of attendance (OLDA) in a course required of the program and the start date of the first course the student attends after returning to the program. OLDAs that occur during a course extension period or a University institutionally scheduled break are excluded; in these instances, a prior OLDA that meets the requirements is used for the count of days (see the Return of Title IV Policy for further information).

Re-entry within 180 days to the same program

When a student withdraws from the University and re-enters within 180 days to the same program at the University, the student remains in the same payment period the student was in when originally withdrawn. Upon the student's re-entry, the University will evaluate and update, as needed, the student's academic year, loan period, payment periods, and disbursement dates according to academic year definitions (Refer to the Academic Year Definition Policy and Disbursements Policy for further information). Regardless of these updates, however, the student's cost of attendance will reflect the original educational costs associated with the payment period from which the student withdrew.

Typically, the student is not eligible for any additional federal financial aid unless the student's previously awarded and/or disbursed federal financial aid funds have been cancelled or returned when the student withdrew.

Presuming the student's eligibility for federal financial aid funds has not changed, in these instances the student is immediately eligible to receive the cancelled or returned federal financial aid funds. The University will take the following actions, if applicable, for a student who re-enters the same program within 180 days:

- Reinstate any federal financial aid funds for the payment period or academic year that had been awarded and then cancelled
- Disburse federal financial aid for the payment period the student was otherwise eligible for that had not yet been disbursed at the time the student withdrew
- Re-disburse federal financial aid that was disbursed and returned under the Return of Title IV (R2T4) provisions

- Cancel any overpayments assessed to the student as a result of the prior withdrawal
- If a student withdrew, had a previous overpayment referred to Debt Resolution Services, and re-enters within 180 days, the University will send Debt Resolution Services a fax identifying the student overpayment. The fax will state the overpayment should be made void as the student has returned to the University.

When determining the award year from which federal financial aid funds will be re-disbursed or awarded/disbursed, the University must determine whether or not the original federal award year used to award federal financial aid for the applicable payment period remains open with the U.S. Department of Education. Once this determination is made, the University will proceed as follows:

- Federal Pell Grant:
 - Original Federal Award Year Open
 - The University will reinstate and disburse Federal Pell Grant funds under this Federal Award Year through the Common Origination and Disbursement (COD) website.
 - Original Federal Award Year Closed
 - The University will request the Federal Award Year be opened through the COD website, and
 - Once open, the University will reinstate and re-disburse Federal Pell Grant funds under this Federal Award Year through the COD website.
- Campus Based:
 - Funds Available from Original Federal Award Year
 - If the student was awarded campus-based funds and the funds are still available from the original federal award year, the University will reinstate and disburse campus based program funds from the original federal award year.
 - Funds Not Available from Original Federal Award Year
 - If the student was awarded campus based program funds and the funds are no longer available from the original federal award year, the University may, at its discretion, award campus based program funds from the current federal award year if funds are available. However, this does not increase the annual maximum campus-based funds award a student may receive.
- Federal Direct Loans:
 - Original Federal Award Year Open
 - If the student was awarded Federal Direct Loan (DL) funds and the federal award year used to award these DL funds is still open, the University will re-instate and disburse the DL funds under this Federal Award Year through the COD website.
 - The cost of attendance (COA) and expected family contribution (EFC) will reflect the educational costs associated with this Federal Award Year used to award the DL funds..
 - Original Federal Award Year Closed
 - If the student was awarded Federal Direct Loan (DL) funds and the Federal Award Year used to award these DL funds is closed, the University will request the Federal Award Year be opened through the COD website, and
 - Once open, the University will reinstate and re-disburse the DL funds under this Federal Award Year through the COD website.
 - The COA and EFC will reflect the educational costs associated with the original Federal Award Year used to award the DL funds initially.

If a student returns to the University within 180 days and before the required federal financial aid funds are returned due to an R2T4 calculation, the University will not return the federal financial aid funds.

Re-entry after 180 days in the same program

When a student withdraws from the University and re-enters in the same program after 180 days have elapsed, the University must award the student based on new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction for the program constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period. (Refer to the Academic Year Definition Policy and Disbursements Policy for further information.)

If the start of the program's new AY overlaps with its previous AY, meaning the start of the program's new AY begins before the calendar end date of its prior AY, all prior federal financial aid funds disbursed will be taken into consideration when packaging the student for the new AY.

Re-entry into a Different Program of Study (within or after 180 days)

When a student withdraws from the University and re-enters into a different program of study at any time, the University will award the student based on new payment periods in the new program. (Refer to the Academic Year Definition Policy and Disbursements Policy for further information.)

If the start of the new program's AY overlaps with the previous program's AY, meaning the start of the new program's AY begins before the calendar end date of the prior program's AY, all prior federal financial aid funds disbursed for the prior program's AY will be taken into consideration when packaging the student for the new program's AY.

Return of Title IV Policy

Overview

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. A R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the payment period AND all funds awarded for that period have been disbursed.

Withdrawal Date

The University's Withdrawal Policy states for official, unofficial, and administrative withdrawals the University will use the student's last academically related activity (ARA) to establish the student's withdrawal date.

Exceptions

However, if this date occurs during an institutionally scheduled break or during a course extension period, it will not be used to establish a student's withdrawal date at the University for the R2T4 calculation purposes. In these instances, the student's withdrawal date and date of determination for the R2T4 calculation purposes will be established as follows:

Withdrawal Date

If a student posts an ARA during an institutionally scheduled break or during a course extension period, the University will look for the most recent ARA that occurred prior to the start of the institutionally scheduled break or course extension period. This ARA will be used as the last date of attendance or withdrawal date for Title IV purposes.

Date of Determination

The Date of Determination (DOD) for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.

For example:

The University has a scheduled holiday break from December 20 thru January 4. The student posts an ARA on December 19th and December 27th. The student withdraws. The student's last ARA was on December 27th, which was during the scheduled break. The student requires an R2T4 calculation; the student's withdrawal date for the R2T4 calculation would be December 19th (the most recent ARA prior to the scheduled break). In addition, the DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of the payment period completed applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period. The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student's academic year. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
- The University originated the award to the student for the TEACH Grant program

The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following: (Additional information is available in the Disbursements Policy)

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Second disbursements of DL for the period that the University is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
- Disbursements of DL or Perkins loan funds for which the borrower has not signed a promissory note.
- Disbursements of Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds to a student for whom the University did not receive a valid SAR or a valid ISIR by the deadline date established by the Secretary in the Federal Register.
- Federal Pell Grant, Iraq Afghanistan Service Grant, and TEACH Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.
- Disbursements of DL funds to a first-year, first-time borrower who withdraws before the 30th day of the student's program of study

Inadvertent Overpayments

An inadvertent overpayment occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance but prior to the University's determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days of the University's date of determination that the student withdrew (Refer to the Disbursements Policy for further information).

Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal. (Refer to the Verification Policy for additional information.)

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday and administrative breaks of five or more consecutive days.

Percentage of Federal Financial Aid Earned

The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of attendance in the payment period. This percentage is determined using the University's rate of progression calculation. If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

To recognize that students completing more than 60% of the payment period earn 100% of their federal financial aid, amounts of .6001 through .6004 are not rounded for purposes of determining whether a student earned 100% of the federal financial aid for the payment period.

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days scheduled to complete in the payment period}}$$

Total Calendar Days Completed in the Payment Period

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the payment period start date to the student's last date of attendance.

Required Adjustments to Calendar Days Completed in the Payment Period

Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the student's last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
 - Holidays
 - Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Total Calendar Days scheduled to complete in the Payment Period

The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period.

Required Adjustments to Total Calendar Days Scheduled to Complete in the Payment Period

Additional calendar days will be added to the payment period for unsuccessful course(s) completions with grades of I, IX, IP, QC, F, or W that occurred in a course prior to the course the student's last date of attendance occurs within.

If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:

- Associates Program (9-week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5-week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Associates Program (5-week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master's/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master's/Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.
- Competency Based Education (CBE) Program - 112 days if one to four courses are needed

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in but did not complete at the time of withdrawal.

Calendar days are removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date to the payment period end date:

- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative closures
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Rate of Progression Examples

The following illustration demonstrates how an institution calculates the "total days completed" and the "total days scheduled to be completed" in a payment period when there are calendar days that must be excluded from the rate of progression calculation.

$$\frac{\text{\# of days completed in the payment period}}{\text{Total \# of calendar days scheduled to be complete in the payment period}} = \frac{76}{140} = 0.5428 = 54.3\%$$

Days Completed

To determine the total calendar days completed by the student (numerator), calculate the number of calendar days from the first day of the payment period to the student's last date of attendance, then subtract all applicable exclusion periods.

Days Scheduled to be Completed

To determine the total calendar days scheduled to be completed in the payment period (denominator), calculate the number of calendar days from the first day of the payment period to the last day of the payment period, then subtract all applicable exclusion periods. In this example, the student completed 54.3% of the payment period.

Title IV Credit Balance and the return calculation

A Title IV credit balance created during the period is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released.

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

Within 14 days of the date that the University performs the R2T4 calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:

- Pay authorized charges at the University.
- To the student (or parent for a PLUS loan).

The University applies its own refund policy before allocating a federal financial aid credit balance. However, the University does not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs. (Refer to the Federal Financial Aid Credit Balance Policy for further information)

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source.

When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

University (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the entire payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's account. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus or, as applicable. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

Tuition waivers for military students and Campus Footprint initiative are not counted as Estimated Financial Aid (EFA) and will be subtracted from institutional charges in the R2T4 calculation.

If after the student withdraws, the University changes the amount of institutional charges it assessed or decides to eliminate all institutional charges, those changes do not impact the institutional charges or aid earned in the calculation.

The University returns federal financial aid funds to programs in the following order, up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Direct PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned.

The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student. (Additional information is available in the Overawards and Overpayments Policy)

The University may round final repayment amounts, for which the University and student are responsible, to the nearest dollar.

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn. If a student is eligible for a post-withdrawal disbursement, refer to the Disbursements Policy for information on specific timelines.

Deceased Student

If the University receives reliable information indicating an individual borrower or student for whom a parent received a PLUS loan dies, the University suspends further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a discharge based upon other reliable documentation supporting the discharge request.

Determination of Withdrawal of a Deceased Student

The withdrawal date for a deceased student is the last date of academic attendance or attendance at an academically related activity determined from University attendance records. The date of determination is the date the University becomes aware of the student's death.

Return of Title IV Funds for a Deceased Student

The amount of federal financial aid funds earned by the student is calculated according to the Return of Title IV Funds (R2T4) calculation. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the student in the case of a PLUS loan, the difference between these amounts is returned to the appropriate federal financial aid programs. The University does not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student's estate is not required to return any federal financial aid funds.

The following represents procedures the University follows if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the completion of the R2T4 and the University's refund calculations:

- Pay authorized charges owed to the University.
- Return any federal financial aid grant overpayments owed by the student for previous withdrawals from the University.
- Return any remaining credit balance to the federal financial aid programs.

If the University previously referred a grant overpayment to Debt Resolution Services, documentation will be forwarded by the University indicating the student is deceased. Based on this information and documentation, Debt Resolution Services will remove the overpayment from the student's records.

Although the student may be eligible to receive a post-withdrawal or late disbursement, the University is prohibited by federal financial aid Title IV regulations from further disbursements and will, therefore, not request additional funds from federal financial aid programs nor send out a post withdrawal letter.

Federal Financial Aid Satisfactory Academic Progress (SAP) Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (FA SAP) policy determines whether an otherwise eligible student is meeting FA SAP in an educational program and may receive financial aid under the Title IV, HEA programs. This FA SAP policy does not supersede the institution's academic SAP policy.

Policy

The University will calculate a student's FA SAP based on the student's primary program. Students must maintain FA SAP throughout the duration of their primary program to remain eligible for federal financial aid. FA SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's primary program. For any questions regarding FA SAP, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Qualitative Measure

Grade Point Average

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a cumulative program GPA of 3.0 at the end of each completed payment period.

The University uses the cumulative GPA provided by the academic system of record at the time FA SAP is evaluated (e.g. at the completion of the payment period).

If a student applies for and is granted an academic reprieve for a course(s), the program GPA being used to evaluate FA SAP will be different than the program GPA recorded for academic purposes by the University's Registrar. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.

Cumulative Grade Point Average Exclusions

The following are excluded from the cumulative GPA computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
 - In Progress Extension (IX)
 - AUDIT (AU)
 - Incomplete (I)
 - In Progress (IP)
 - No grade awarded (QC)
 - Passing (P)
 - Withdrawal (W)
 - Withdrawal/Failing (WF)
 - Waived with Credit (WC)
 - No Credit (NC)
- Orientations with the following completion statuses:
 - Orientation Complete (OC)
 - Orientation Not Complete (ON)
 - Orientation Extension (OX)

Quantitative Measure

The University publishes the total credit hours required to complete each academic program. The University establishes a pace of completion requirement to ensure a student will complete the program within the maximum timeframe permitted. The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted by the student. Transfer credits, taken at other institutions and applied towards the student's primary program at the University, are included in both attempted and completed hours when measuring the student's pace of completion and maximum timeframe.

Pace of Completion

The quantitative measure for the pace of completion is calculated using the following formula:

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the cumulative credit hours attempted toward completion of the primary program. Credit hours taken at other institutions and accepted toward a student's primary program at the University are included in both attempted and completed credit hours when measuring pace of completion.

Included in Pace of Completion

Courses completed with the following grades are included as attempted in the pace of completion calculation:

- A, B, C, D, and F (+/-)
- Incompletes (I, IX and IP)
- Withdrawal (W)
- Withdrawal/Failing (WF)
- No grade awarded (QC)
- Courses that are waived with credit (WC)
- Pass (P)

The University rounds the calculation to the nearest hundredth of a percentage to determine if SAP has been met or not (example: 66.666 = 66.67%)

If a student applies for and is granted an academic reprieve for a course(s), the course will continue to be included in the pace of completion calculation. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.

Evaluation

The University evaluates FA SAP for the student's primary program, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned an FA SAP status.

Financial Aid Warning

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

Financial Aid Disqualification

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status. If a student on FW status does not meet FA SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status.

Students who are placed on an FD status are ineligible for federal financial aid. The University will not disburse federal financial aid funds to students on FD status.

Financial Aid Probation

If a student is placed on FD, the student may apply for an FA SAP appeal. Students on FD status who are granted an FA SAP appeal will be placed on financial aid probation (FP) status. Students who are placed on an FP status are eligible for federal financial aid for one probationary payment period. The University will disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. At the completion of this probationary payment period, the student must meet the University's FA SAP standards to maintain federal financial aid eligibility.

Student Notification

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as these affect student eligibility to receive federal financial aid.

Financial Aid SAP Appeals

Students placed on FD status may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an FA SAP Appeal Form to Student Financial Services - Operations. The FA SAP Appeal form is located on the student website. If there are significant extenuating circumstances, the student's eligibility for federal financial aid may be reinstated for one payment period on FP status.

The University reviews all FA SAP appeals on a case-by-case basis. Approval and/or reinstatement of federal financial aid eligibility is not guaranteed. Approval is only granted when there are significant extenuating circumstances.

The University allows a student to have a maximum of two approved FA SAP appeals during their lifetime at the University. These appeals cannot be consecutive. Examples of significant extenuating circumstances may include, but are not limited to the following:

- Death of a relative
- An injury or illness of the student
- Other unusual or special circumstances

Students must explain on the FA SAP Appeal Form why the nature and timing of their significant extenuating circumstance(s) directly prohibited them from meeting and maintaining FA SAP, and what has changed in their circumstances that would allow them to demonstrate FA SAP at the next evaluation. If students have more than 12 credits remaining in their primary program, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully.

All FA SAP appeal decisions made by the University are final.

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making FA SAP regains eligibility only when the student meets the University's FA SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting FA SAP requirements, the student must pay for credit hours taken during the ineligible payment period using non-federal financial aid funds. If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

If the student meets all FA SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

Program Changes

Students who change primary programs at the University are re-evaluated to determine which academic credits apply to the new primary program. The student's FA SAP status at the beginning of the new program will be RG and will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student's FA SAP status will reflect the last status of the original program. Refer to the Awarding Aid to Transfer Students Policy available in the Consumer Information Guide for further information.

The University will calculate FA SAP based on all successfully completed courses applicable to the new primary program. This includes those courses taken in a previous primary program that the student successfully completed and that apply to the new primary program.

Re Entering the University

If a student withdraws from the University and subsequently re-enters into the same primary program, whether within 180 days or after 180 days, the FA SAP status at the time of re-entry and for the first payment period upon re-entry will be the FA SAP status the student had prior to his/her withdrawal.

If the student re-enters, at any point, into a different primary program not previously attended, the FA SAP status will reset to Regular Student (RG) status. Refer to Student Re-entering the University Policy available in the Consumer Information Guide for further information.

Repeat Courses

Grades for prior attempts, whether successfully completed or not, are excluded when calculating the primary program GPA. However, credits from all attempts are included calculating pace of completion and maximum timeframe.

Note: Repeat courses taken in a primary program are counted in

the FA SAP status for that primary program.

Awarding Aid to Transfer Students Policy

Overview

The Awarding Aid to Transfer Students policy documents the University's treatment and determination of federal financial aid eligibility for students who transfer to the University from another school or advance programs (a.k.a. finish one program and begin another program) or change programs at the University.

Policy

Definitions

Transfer Student

A Student who enrolls in a program at the University who has overlapping academic years (AY's) with a prior program, either at the University or at another institution are referred to as a transfer student. An overlapping AY exists if the student begins a program at the University prior to the expiration of the student's prior AY. There are 3 types of transfers: external, internal, and advancing programs.

External Transfer Student

Student previously attended a program at an institution other than the University of Phoenix.

Internal Transfer Student

Student previously attended a program at the University of Phoenix but did not complete this program.

This excludes program version changes; students who change program versions are considered in the same program.

Advancing Program Student

Student previously attended a program at the University of Phoenix, completed this program, and began another program at the University.

Awarding Federal Aid

For all types of transfers, the University will award all federal financial aid (Federal Pell Grant, IASG, FSEOG, and Direct Loans) based on a full academic year in the (new) program at the University. (Refer to the Academic Year Definition Policy for further information on defined academic years).

Overlapping Academic Years

An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This most commonly occurs when a student starts with the University after recently attending a different institution, when a student completes a prior program at the University and begins another program, or when a student changes programs at the University. Students in these scenarios should contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 1-888-346-8679 to determine if they have overlapping academic years and if their financial aid eligibility will be impacted.

Federal Pell Grant Award

A student cannot receive more than 100 percent (or 150 percent, if the student is enrolled and eligible for a Year-Round Pell award) of his or her scheduled Pell Grant award for a federal award year. (Refer to the Federal Pell Grant-IASG Policy for additional information). When a student has already received a Federal Pell Grant during the same federal award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has already received in order to calculate the student's remaining eligibility (if any) for a Federal Pell Grant award. The University also ensures the student does not exceed the Pell Life-

time Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount may not be divided equally across the payment periods (PP) in the new program. Instead, the Federal Pell Grant funds must be disbursed in an amount up to the student's remaining eligibility for each PP, except that no PP disbursement can exceed 50% of the scheduled Pell Grant annual award.

Pell Example: A student received a portion of a Federal Pell Grant for a program at ABC University, withdrew and then enrolled in a program at the University. The AY for the program at ABC University overlaps with the AY for the program at the University during the same federal award year.

Calculation to Determine Pell Grant Award Amount

100% Scheduled Pell Grant Award at the University	\$6,345
Percentage of Pell Scheduled Award already used at ABC University from ED (Calculated and provided by ED)	25%
Percentage of Remaining 100% Pell Scheduled Award (100% minus % Pell Scheduled Award used at ABC University)	$100\% - 25\% = 75\%$
Student's maximum 100% Federal Pell Grant Award at the University (100% Pell Scheduled Award multiplied by Percentage of Remaining Eligibility)	$\$6,345 \times 75\% = \$4,759$

The student's remaining Federal Pell Grant eligibility is \$4,749. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student's first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled Pell Grant award in the first PP. If the second PP of the AY in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

The University rounds to the nearest whole dollar when calculating Federal Pell Grant disbursement amounts.

University's Program's Academic Year 1
Federal Pell Grant Award

First PP	Second PP
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University's Program's Academic Year 1
Federal Pell Grant Award

\$ 3172	\$1,586
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Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the loan(s) at the University may not exceed the remaining balance of the student's annual loan limits after the disbursements in the previous program are considered. The University also ensures the loan(s) awarded do not permit the student to exceed their lifetime aggregate undergraduate/graduate borrowing limits.

Direct Loan Example: A student received Subsidized and Unsubsidized Direct Loan disbursements at ABC University, withdrew and then enrolled in a program at the University. The AY for the program at ABC University overlaps with the AY for the program at the University.

The student is enrolled in a program at the University as a first year, independent undergraduate student with maximum annual Subsidized Direct Loan eligibility of \$3,500 and Unsubsidized Direct Loan eligibility of \$6,000.

Direct Loan Disbursements made by ABC University

Subsidized Loan disbursed	\$1,750
Unsubsidized Loan disbursed	\$2,000

The University must now determine the student's remaining Subsidized and Unsubsidized Direct Loan eligibility for the 1st AY in the program at the University.

Calculations to Determining Direct Loan Award Amounts

Remaining Subsidized Loan Eligibility (Annual Subsidized Direct Loan Limit - Subsidized Direct Loan funds disbursed)	$\$3,500 - \$1,750 = \$1,750$
Remaining Unsubsidized Loan Eligibility (Annual Unsubsidized Loan limit - Unsubsidized Loan funds disbursed)	$\$6,000 - \$2,000 = \$4,000$

These remaining loan fund amounts will be disbursed based on the PPs in the AY/LP at the University. (Refer to the Disbursements Policy for additional information)

Federal Supplemental Opportunity Grant Awards

The Federal Supplemental Opportunity Grant (FSEOG) will follow the same awarding process as the Federal Pell Grant program and Direct Loan Program, starting a new academic year and payment periods based on the program the student is transferring/advancing into at the University.

Verification and Conflicting Information Policy

Overview

Institutions are required to verify information provided by students selected for verification. In addition, institutions are required to identify and address any conflicting information in its records for the student. The Verification and Conflicting Information Policy addresses the Department of Education (ED) different verification groups, types of documents acceptable to complete verification and actions the University will take to address identified conflicting information.

Policy

The University is required to verify students whose FAFSA information is selected for verification by the Central Processing System (CPS). The institutional student information record (ISIR) or student aid report (SAR) document received from the CPS will indicate whether the student's application is selected for verification. Students selected for verification must submit all required documentation requested by the University by the applicable deadline to be reviewed for federal financial aid eligibility. The University will not disburse any federal financial aid funds until verification is completed. Students not selected by the CPS or who are exempt from verification but choose to provide taxes or other supplemental documents are not considered selected for verification. However, the University must review all documents provided and resolve any conflicting information prior to awarding and/or disbursing federal financial aid. All documents provided are retained as part of the student financial aid file.

On July 13, 2021, the U.S. Department of Education published GEN 21-05 (<https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/2021-07-13/changes-2021-2022-verification-requirements>) waiving verification of most Free Application for Federal Student Aid/Institutional Student Information Record (FAFSA/ISIR) information, except for Identity/Statement of Educational Purpose and High School Completion Status under Verification Tracking Groups V4 and V5. This waiver applies for the remainder of the 2021-2022 FAFSA processing and verification cycle. The University implemented the flexibilities outlined in GEN 21-05 as of 09/01/2021. Regardless of this waiver, the University will identify and resolve conflicting information concerning a student's eligibility, including from documentation obtained during the verification process prior to or after these flexibilities were implemented.

Standard Verification Group (V1)

The University is required to verify the following information for students selected for standard verification:

- Tax Filers
 - Adjusted Gross Income
 - U.S. Income Tax Paid
 - Untaxed Portions of IRA Distributions and Pensions
 - IRA Deductions and Payments
 - Tax Exempt Interest Income
 - Education Credits
 - Number of Household Members
 - Number in College
- Non-Tax Filers
 - Income Earned from Work
 - Number of Household Members
 - Number in College

Custom Verification Group (V4)

The University verifies the following information for students selected for custom verification:

- High School Completion Status
- Identity/Statement of Educational Purpose

Aggregate Verification Group (V5)

The University verifies the following information for students selected for aggregate verification:

- High School Completion Status
- Identity/Statement of Educational Purpose
- Tax Filers:
 - Adjusted Gross Income
 - U.S. Income Tax Paid
 - Untaxed Portions of IRA Distributions and Pensions
 - IRA Deductions and Payments
 - Tax Exempt Interest Income
 - Education Credits
 - Number of Household Members
 - Number in College
- Non-Tax Filers:
 - Income Earned from Work
 - Number of Household Members
 - Number in College

Acceptable Documentation V1 and V5

The following documentation is acceptable for completing verification of tax filers:

- Specified tax year's tax account information of the tax filer that the Secretary has identified as having been obtained from the Internal Revenue Service (IRS) through the IRS Data Retrieval Tool and that has not been changed after the information was obtained from the IRS;
- A transcript obtained at no cost from the IRS or other relevant tax authority of a U.S. territory (Guam, American Samoa, the U.S. Virgin Islands) or commonwealth (Puerto Rico and the Northern Mariana Islands), or a foreign government that lists 2019 tax account information of the tax filer; or
- A signed copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority of a U.S. territory, or a foreign government that lists the specified tax year's tax account information of the tax filer.

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where a student, spouse, and/or parent may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Victims of Identity Theft

For an individual who was a victim of IRS tax-related identity theft, the University may accept the following documentation:

- A Tax Return DataBase View (TRDBV) transcript obtained from the IRS; and
- A statement signed and dated by the tax filer indicating that he or she was a victim of IRS tax-related identity theft and that the IRS has been made aware of the tax-related identity theft.

If a filer is unable to obtain a TRDBV transcript, he/she may submit other official IRS documentation as long as it contains all the information needed to complete verification. However, the filer must first attempt to get a TRDBV before he/she can use a copy of other official IRS documentation.

Filers of Joint Returns Who Are No Longer Married

If the filer of a joint return has become widowed, divorced, or separated since filing the return, for verification purposes, it may be necessary to determine the individuals' income and taxes paid using the joint tax transcript and the relevant IRS W-2 forms.

The following documents are required from the student/spouse/parent in order to perform a separation of income (SOI):

- A signed and dated SOI Authorization Form,
- A transcript obtained from the IRS or other relevant tax authority that lists the specified tax year's tax account information of the tax filer(s); or
- A copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority that lists the specified tax year's tax account information of the tax filer(s); and
- A copy of IRS Form W 2 for each source of employment income received for the specified tax year or an equivalent document
- In some scenarios, all schedules, forms, and/or worksheets for the tax filing

The University will confirm or update the AGI and income based on the documentation submitted and use the proportional distribution method to determine taxes paid.

Amended Tax Return

When the University becomes aware that a tax filer has filed, or will file, an amended tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS for the specified tax year, in addition to one of the following:

- An IRS Tax Return Transcript (that will only include information from the original tax return and does not have to be signed), any other IRS tax transcript(s) that includes all of the income and tax information required to be verified, or a copy of the tax return; OR
- IRS DRT information on an ISIR record with all tax information from the original tax return

In rare cases, when an applicant and/or spouse, or parent(s) did not file an IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that includes the change(s) made by the IRS, in addition to one of the items mentioned above.

Other Tax Returns

If the tax filer filed a tax return with Commonwealth of Puerto Rico, the U.S. Virgin Islands, the Commonwealth of the Northern Mariana Islands, or Guam, the University will obtain a signed copy of the income tax return filed with the relevant tax authority.

If the tax filer filed a tax return with the tax authority for American Samoa, the person must provide a copy of his/her tax account information.

If the tax filer filed a tax return with tax authorities not mentioned above, (i.e. foreign tax authority) and the person indicates that he/she is unable to obtain the tax account information free of charge, the person must provide documentation that the tax authority charges a fee to obtain that information, along with a signed copy of his/her income tax return that was filed with the relevant tax authority.

The income and tax information are converted to U.S. dollars and the University uses the information on the forms that most closely correspond to the income information reported on an IRS tax return. If an individual from a foreign country is not required under the country's government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.

Filing Extensions

If the individual has been granted an automatic six-month extension by the IRS, the applicant must still verify income and tax information either by using the IRS Data Retrieval Tool or by submitting to the University an IRS Tax Return Transcript. If the required documentation is not submitted to the University by the established deadline, the student must return all Title IV aid disbursed before the student was selected, except for Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans. However, this is not applicable to individuals granted a filing extension beyond the University's established deadline because the individual was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency (Refer to the HEROES Policy for further information).

If the individual(s) has been granted a filing extension by the IRS beyond the automatic six-month extension for the tax year, the University will accept the following as documentation:

- A copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return;"
- A copy of the IRS's approval of an extension beyond the automatic six-month extension for the applicable tax year;
- Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2020, except dependent students ("Verification of Nonfiling Letter");
 - See "Non-Tax Filers" section below if individual is unable to obtain a "Verification of Nonfiling Letter"
- A copy of the IRS Form W-2 for each source of employment income received for the applicable tax year by an individual that has been granted a filing extension; AND
- If self-employed, a signed statement certifying the amount of the AGI and U.S. income tax paid for the specified tax year;

Note: The University will not delay completing verification if the above documentation is submitted for those individuals granted IRS extensions. However, if the University receives the actual IRS transcript at a later date, it must reverify the AGI and taxes paid.

Non Tax Filers

Students, spouses, and/or parents who have not filed a tax return, and are not required to file, will not have an AGI. They must report income earned from work on the FAFSA, including any income reported on the individual's W-2 forms, and other earnings from work not reported on these forms. If selected for verification and income was earned, the student, spouse, and/or parent are required to provide copies of W-2 forms from each employer. In addition, the person must provide a signed statement certifying the sources and amounts of income earned from work not on W-2s and that the person has not filed and is not required to file a tax return.

The University will also require the person (except dependent students) to submit a "Verification of Nonfiling (VNF) Letter" from the IRS dated on or after October 1, 2020. If an individual is unable to obtain VNF from the IRS and the University has no reason to question the good-faith effort to obtain the required documentation, the University will accept the following:

- A signed statement certifying that the individual
 - Attempted to obtain the VNF from the IRS or other tax authorities and was unable to obtain the required documentation; and
 - Has not filed and is not required to file an applicable income tax year return, and a listing of the sources of any applicable year income earned by the individual from work and the amount of income from each source; and
- A copy of IRS form W-2, or an equivalent document, for each source of applicable tax year employment income received by the individual

If a student, spouse, and/or parent submits a signed statement claiming non-tax filer status and the University has reason to believe the person was required to file a U.S. tax return, this constitutes conflicting information and must be resolved.

The following is a chart to assist in determining whether or not an individual is required to file an income tax return.

If your filing status is...	AND at the end of 2020 you were...*	THEN file a return if your gross income was at least...**
Single	under 65 65 or older	\$12,400 \$14,050
Married filing jointly***	under 65 (both spouses) 65 or older (one spouse) 65 or older (both spouses)	\$24,800 \$26,100 \$27,400
Married filing separately	any age	\$5
Head of household	under 65 65 or older	\$18,650 \$20,300
Qualifying widow(er)	under 65 65 or older	\$24,800 \$26,100

In addition to the above chart, a person must file a return if any of the conditions below apply for the tax year.

- You owe any special taxes, including any of the following.
 - Alternative minimum tax.
 - Additional tax on a qualified plan, including an individual retirement arrangement (IRA), or other tax-favored account. But if you are filing a return only because you owe this tax, you can file Form 5329 by itself.

- Household employment taxes. But if you are filing a return only because you owe this tax, you can file Schedule H by itself.
- Social security and Medicare tax on tips you did not report to your employer or on wages you received from an employer who did not withhold these taxes.
- Recapture of first-time homebuyer credit.
- Write-in taxes, including uncollected social security and Medicare or RRTA tax on tips you reported to your employer or on group-term life insurance and additional taxes on health savings accounts.
- Recapture taxes.
- You (or your spouse, if filing jointly) received HSA, Archer MSA or Medicare Advantage MSA distributions.
- You had net earnings from self-employment of at least \$400.
- You had wages of \$108.28 or more from a church or qualified church-controlled organization that is exempt from employer social security and Medicare taxes.
- Advance payments of the premium tax credit were made for you, your spouse, or a dependent who enrolled in coverage through the Marketplace. You or whoever enrolled you should have received Form(s) 1095-A showing the amount of the advance payments.
- Advance payments of the health coverage tax credit were made for you, your spouse, or a dependent. You or whoever enrolled you should have received Form(s) 1099-H showing the amount of the advance payments.
- You are required to include amounts in income under section 965 or you have a net tax liability under section 965 that you are paying in installments under section 965(h) or deferred by making an election under 965(i).

For a complete listing of who must file an income tax return, visit <https://www.irs.gov/help/ita/do-i-need-to-file-a-tax-return>.

Number in Household

The University requires the student (if dependent, requires the parent) submit a verification worksheet (VWS) listing the name and age of each household member and the relationship of that household member to the student.

NOTE: If, at the time of filing a FAFSA, the household information was correct, the information cannot subsequently be updated. If, at the time of filing a FAFSA, the household information was incorrect the STUDENT must correct the information on his/her student aid report (SAR). The University cannot update incorrect information if the student was not selected for verification.

Number in College

The University requires the student (if dependent, requires the parent) submit a verification worksheet (VWS) listing the name and age of each household member who is or will be attending an eligible postsecondary educational institution. The household member must be at least a half-time student in the specified award year and the name of the educational institution must be listed.

NOTE: If the name of the educational institution listed is not an eligible postsecondary educational institution, the University will make a correction to remove the name of the household member from the in college.

Acceptable Documentation V4 and V5

The University will accept the following as resolution of V4 and V5 verification.

High School Completion

To verify high school completion, the University will accept the following types of documentation:

- High school diploma-
 - A copy of the student's high school diploma;
 - A copy of the student's final high school transcript that shows the date a high school diploma was awarded; or
- Recognized equivalent of a high school diploma-
 - General Educational Development (GED) Certificate
 - California High School Proficiency Examination (CHSPE) Certificate
 - HiSET Completion Certificate
 - Documentation provided by the State or appropriate Department of Education in the student's state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
 - A copy of the 'secondary school leaving certificate' or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country
 - An academic transcript indicating the student successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree
- Homeschool
 - If the state requires by law that students obtain a secondary school completion credential for homeschool, a copy of that credential from an institution that holds state approval to confer high school diplomas is needed
 - If the state does not require the above credential, other acceptable documentation includes:
 - Homeschool transcript or diploma issued by an institution that holds state approval to confer high school diplomas or was accredited by an acceptable accrediting body at the time the student attended

Identity/Statement of Educational Purpose

The following is acceptable documentation to verify a student's statement of educational purpose/identity:

- An unexpired valid government-issued photo identification, such as a driver's license or passport
- A signed statement certifying the federal financial aid received will only be used for educational purposes to pay the cost of attending the University for the specified award year.

If the documentation is presented in person, the University will maintain an annotated copy of the ID provided by the student and will include the date the identifying document was received and the name of the University official who obtained the documentation.

If the student is unable to provide the information in person, the following must be provided to the University:

- A copy of a government-issued photo identification, such as a driver's license or passport
 - The copy of the government issued ID does not need to be notarized or signed by the notary; and
- An original notarized statement of educational purpose signed by the student for the specified award year.
 - An original document must contain wet signatures for the student and the notary as well as the required stamp or seal.

Selection after Disbursement

The student or University may submit corrections to the SAR/ISIR, and the student's application may then be selected for verification. If the student's enrollment status is Withdrawn (W), the University is not required to verify the student's information unless the student returns to the University in the same award year. If the student's enrollment status is anything other than withdrawn (W), the University will not make subsequent disbursements until the student's updated application is verified. If the student does not submit verification documents, the student is responsible for repaying all federal financial aid for which he/she is not eligible, including funds already disbursed for the award year. The student does not have to repay any Direct Loan disbursements made prior to selection as these funds will be repaid according to the terms of the master promissory note; however, the University will cancel any further Direct Loan.

Completing Verification

When the University has obtained all necessary verification documents from the student, the documentation is compared to the ISIR/SAR record. If the verification process shows the student's information is correct, and there are no outstanding issues or conflicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid federal output document (ISIR) with an official EFC. Verification is complete once the University has received all the requested documentation and a valid SAR/ISIR (one that has all the accurate and complete information). This includes any necessary corrections, which must be made by the applicable federal deadlines.

If the University has reason to believe a student or parent, if dependent student, is trying to avoid completing verification and/or suspects potential fraud, the University will initiate an investigation of the student. During the period of investigation, the University will cease award and disbursement of all federal financial aid funds to the student. If satisfactory resolution in the investigation cannot be reached, the student will lose eligibility for federal financial aid funds for at least the federal award year. In addition, based on the outcome of the University's investigation, any credible information indicating that the student may have engaged in fraud or other criminal misconduct in connection with his or her application for federal student aid will be referred to the U.S. Department of Education's Office of Inspector General (OIG). Please refer to the University's Federal Student Aid Fraud Policy for more information.

Disbursements

The University will not make disbursements of federal financial aid until verification is completed.

Change Dependency Status due to Change in Marital Status

The University will not update a student's dependency status based on a change in the student's marital status after filing of the FAFSA.

Consequences of a Change in FAFSA Information

For the subsidized student financial assistance programs, if the FAFSA information changes as a result of verification, the University will submit to the Secretary all changes to a nondollar item or an individual data element that is \$25 or more. The University may choose whether or not it will submit changes to the Secretary when all changes to individual data elements are less than \$25 (not exceeding tolerance).

For the Federal Pell Grant Program, if there is a change as a result of verification, the University will recalculate the student's Pell Grant on the basis of the EFC on the correct valid SAR/ISIR. The University will disburse any additional funds under that award only if the University receives a correct valid SAR/ISIR for the student, and only to the extent additional funds are payable based on the recalculation.

For all other subsidized student financial assistance programs, if information changes as a result of verification, the University will adjust the student's financial aid package on the basis of the corrected EFC on the valid SAR/ISIR.

Verification and Professional Judgment

If a student requests a professional judgment and is also selected for verification, the University will require the verification be completed before exercising any type of professional judgment.

Reporting the Student's Verification Status to the CPS

When the University disburses a Federal Pell Grant award, it reports the student's verification status at the time of disbursement when it reports the payment. Note: This reporting requirement applies even if the student's application was not selected for verification. However, the University leaves the verification status code field blank if the student was not selected for verification or the selected ISIR transaction has a CPS transaction process date that is after the date the student was no longer enrolled at the University.

Verification Timelines

The University will require Federal Pell Grant, campus-based, and Direct loan students selected for verification to submit all requested verification documents to the University within 30 days of the notification date informing the student of the requirements. If the documents are not submitted or are incomplete by this deadline, appropriate actions are taken, as required, based upon the student's enrollment status as of the deadline date.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline, but before the earlier of 120 days after the student's last date of attendance or the deadline established by the U.S. Department of Education each award year, the University will review and address eligibility as required. For the Direct Loan program, if a student fails to provide the required documentation by the 30-day deadline, the University will not originate a subsidized loan application for the student. If based on corrections, there is an increase in the Federal Pell Grant amount and the student's valid ISIR is received after he/she is no longer enrolled but before the annual Federal Register deadline, the University will pay the student the higher award amount.

Student Notification

The University will notify the student, in writing, of verification requirements and timelines for submission of necessary documents. Selected students receive the following:

- Documentation requirements
- Timeline of 30 days to return the required documentation
- Correction procedures (provided during the initial application process)
- Consequences of not returning the documents within the prescribed timelines, which may include cancellation of tuition deferral and request of immediate payment of outstanding tuition charges
- Information in reference to written notification of award changes resulting from verification, which are forwarded within 20 days of required adjustments

Verification and Crossover Payment Periods

During a crossover payment period (a payment period that includes both June 30 and July 1), the University will award and disburse federal financial aid funds using the first federal award year ISIR that is ready to be used. Once a federal award year ISIR has been used for awarding and disbursing federal financial aid funds, the University will no longer follow up with the student on collecting documents to complete verification unless those documents are needed for a future academic year.

If the University has reason to believe a student is trying to avoid completing the verification requirements and suspects potential fraud, the University will not award federal financial aid funds using the unselected ISIR. Instead, the University will require the student to complete the verification requirements or lose eligibility for the crossover payment period.

Verification Exclusions

The exclusion described here are applicable only to the affected individual. All other requirements for verification still apply to the non-affected parties (i.e. if one parent meets an exclusion, the student and the other parent are still required to complete verification requirements).

A selected student is exempt from the verification requirements based on the following unusual circumstances:

- The student dies,
- The student will not receive federal financial aid for reasons other than failure to complete the verification, or
- The student was selected for verification after the date the student was no longer enrolled at the University, the University is not aware that the student intends to reenroll for the award year, and no further disbursements (including late) will be made.

Parents of a dependent student are exempt from verification requirements if any of the following apply:

- Both parents are mentally incapacitated,
- Both parents or the custodial parent has died
- They reside in a country other than the United States and cannot be contacted by normal means, or
- They cannot be located because the student does not have and cannot obtain their contact information

A spouse of an independent student is exempt from verification requirements if any of the following apply:

- The spouse has died,
- The spouse is mentally incapacitated,

- The spouse resides in a country other than the United States and can't be contacted by normal means, or
- The spouse cannot be located because the student does not have and cannot obtain contact information

If a student selected for verification dies before the deadline for completing verification and does not complete the verification process, the University will not 1) make any further disbursements on the student's behalf, 2) originate or disburse the student's Direct subsidized Loan, and 3) consider any funds disbursed on an interim basis as an overpayment.

The University will document in the student's file the basis for any exclusion, other than the death of a student, using a signed statement from the student.

Verification Following Natural Disasters

If an affected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:

- For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student's file is documented accordingly and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified.
- The University will waive the requirement of a signed verification worksheet verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no parent can provide the required signatures because the parent(s) is affected by a disaster. In these scenarios, the University will note and retain an explanation of why the student's parent(s) was not able to sign the verification worksheet.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed. If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly.

Resolving Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before awarding and/or disbursing federal financial aid funds. If discrepancies are identified that were not present at the time the federal financial aid funds were disbursed, the University will reconcile the conflicting information and the student will be responsible for repayment of any federal financial aid funds they were not eligible to receive. The University will report the student to ED as a federal grant and/or loan overpayment to collect repayment of these funds from the student.

Examples of conflicting information may include, but are not limited to the following:

- Social security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/parent was required to file a tax return)
- Number in Household
- Number in College
- Student or parent Marital status
- High school completion
- Untaxed income or resources
- Other Resources, such as Employer Tuition Reimbursement (See the University's Packaging Philosophy Policy for other examples of "other resources")

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STUDENTS' RIGHTS AND RESPONSIBILITIES

Students' Right to Privacy

The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar's Office or local campus office.
2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.
3. Students will be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.

4. Students' written or authorized electronic consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Registrar's Office or the student portal at: <http://my.phoenix.edu>.

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4035 South Riverpoint Parkway, Phoenix, AZ 85040, Fax (480) 643-1600.

Student Organizations

It is the policy of University of Phoenix (UOPX) to provide our students with opportunities to form student organizations that are recognized under the University's Conditions of Recognition for Student Organizations.

Conditions of Recognition for Student Organizations

The University has established the following minimum criteria that each student organization must meet to be recognized by, and to function within, the University of Phoenix community:

- A Recognized Student Organization (RSO) is independently installed, organized, and managed by students enrolled and actively attending the University.
- All student members of a University RSO must be enrolled in and must have posted positive attendance within the last 90 days.
- RSOs must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- RSOs are recognized by, but not official units of UOPX.
- RSOs must have a published purpose/mission and goals/objectives, operate under a formal leadership/governance structure, participate in the annual assessment process, and maintain membership rosters, financial statements, meeting minutes, assessment plans and reports, etc. These items shall be submitted upon initial application and upon annual review or more frequently, as required or requested.
- Recognized Student Organization Application/Annual Report and Renewal Request submission must be accompanied by an Assessment Matrix attachment with assessment plan sections (Area Assessed, Criteria, University Learning Goals, Measure and Metric) columns completed. At the end of an application/renewal period the Assessment Matrix template submitted the year prior must be updated including the completed Findings and Action Plan sections.
- RSOs must have a University-approved University liaison. The role of the University liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the University liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University..
- RSOs may not possess any financial ties or result in any financial impact to UOPX. All expenses related to installing, organizing, leading, managing, and/or sustaining a RSO are the sole responsibility of the RSO.

- The tax status of the University does not extend to RSOs. RSOs must follow all local, state, and federal guidelines. RSOs have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are RSOs allowed to use the federal tax numbers or designations of UOPX.
- Consistent with the UOPX Mission, RSOs must strive to enhance the student experience, the University's culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- RSOs must meet all Conditions of Recognition and agree to abide by all UOPX regulations, policies, and procedures. This includes, but is not limited to, all Academic Catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- RSOs must be open to all students who meet the membership requirements. RSOs may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- RSOs must submit a Student Organization Recognition application to the UOPX Office of Accessibility, Equity & Inclusion and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognition status will expire at the end of each fiscal year, August 31st. A request for recognition renewal must be submitted no later than August 31st each year to remain officially recognized as a RSO. Exceptions will be made for new RSOs with approval granted between July and December of that same year. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each RSO's recognition and continued compliance with regulatory, policy, and procedural changes.
- RSOs that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate institutional sponsor.
- The bylaws and/or policies for any RSO must meet the minimum standards outlined in the Recognized Student Organizations Handbook.
- RSOs must meet one of the University's approved RSO Types and Recognition Statuses as defined below.

Approved RSO "Types"

- **Academic (excluding Honor Societies)** - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom.
- **Honor Societies** - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies is typically by invitation and criteria based.

- **Professional** - Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]).
- **Service** - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities.

Approved RSO Recognition "Statuses"

- **University-Level Recognition** - RSOs, which have been approved by the University and the participating student organization's corporate office to install an institutional-level charter/chapter under which all local campus sites would operate. For example, UOPX installed the Delta Mu Delta Lambda Sigma institutional charter in 2009, under which all campus sites are eligible to apply to install a local area co-chapter.
- **Local Campus-Level Recognition** - Additional local campus sites that have been approved by the University to operate under the governance/oversight of the institutional-level recognized charter/chapter. For example, the Phoenix campus has been approved to install a "co-chapter" which operates under the University's Delta Mu Delta Lambda Delta institutional-level charter.
- **Single Site Recognition** - RSOs which have been approved by the University and the participating RSO's corporate office to install a charter/chapter to operate separately and independently at one of the University's local campus sites.
- **Non-Standard Recognition** - RSOs which do not fit any of the other recognized affiliation statuses may apply for affiliation under this status. These requests are considered on a case-by-case basis.

Equal Opportunity, Harassment, and Nondiscrimination

Policy on Nondiscrimination

The University is committed to providing an educational environment that is free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting equity in all aspects of the educational program or activity, the University has developed policies and procedures that provide a prompt, equitable, and impartial process for allegations of discrimination or harassment on the basis of protected class status and for allegations of retaliation.

Resolution Services oversees implementation of the University's policy on Equal Opportunity, Harassment, and Nondiscrimination. The University's Title IX Coordinator has the primary responsibility for coordinating the University's efforts related to investigation, resolution, and implementation of sanctions to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The Title IX Coordinator acts with independence and authority free from bias and conflicts of interest. The members of the Title IX Team are trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents.

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Bridget Beville, Vice President, Resolution Services & Title IX Coordinator
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602-557-1823 office
480-273-0455 mobile
TIXC@phoenix.edu

The University's 504 Coordinator is responsible for overseeing efforts to comply with Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide accommodations to otherwise qualified disabled students in all University programs and activities. Questions may be directed internally to:

Kelly Hermann, Vice President, Accessibility, Equity & Inclusion & 504 Coordinator
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602.387.9936
Section.504Coordinator@phoenix.edu

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

Scope

The core purpose of this policy is the prohibition of all forms of discrimination. When an alleged violation of this policy is reported, the allegations are subject to resolution using one of two processes outlined below as determined by the Title IX Coordinator. These procedures may be applied to incidents, to patterns, and/or to the campus climate, all of which may be addressed and investigated in accordance with this policy.

Any person whose acts deny, deprive, or limit the educational access, benefits, and/or opportunities of any member of the University community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes defined below is in violation of this policy.

This policy is interpreted broadly to include online and cyber manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the University's education program and activities or use University networks, technology, or equipment.

Jurisdiction

This policy applies to the University's education program and activities, to conduct that takes place on campus or online or on property owned or controlled by the University or at University-sponsored events.

The University may also extend jurisdiction to off-campus and/or online conduct when the Title IX Coordinator determines that the conduct affects a substantial University interest, including any situation that is detrimental to the educational interests or mission of the University and/or has continuing effects on the University community.

Definitions

Advisor: The person chosen by a party or appointed by the University to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at a Formal Grievance Process hearing, if any.

Complainant: The individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected class.

Education Program or Activity: Locations, events, or circumstances where the University exercises substantial control over both the Respondent and the context in which the harassment or discrimination occurs.

Formal Complaint: A document filed by a Complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a Respondent and requesting an investigation of the allegations.

Mandated Reporter: Any University employee obligated by policy to share knowledge, notice, and/or reports of actual or suspected harassment, discrimination, and/or retaliation with the Title IX Coordinator.

Preponderance of the Evidence: The standard of proof used to determine whether a Respondent is responsible for a violation of this policy, meaning whether a policy violation is more likely than not.

Protected Class: Race, color, religion, creed, sex, pregnancy (including lactation, childbirth, and related medical conditions), sexual orientation, gender, gender identity or expression, familial or marital status, age (40 or older), physical or mental disability, medical condition (any health impairment related to a diagnosis, record, or history of cancer), genetic information (including testing and characteristics), national origin, ancestry, ethnicity, citizenship, military or veteran status, or any other status or characteristic protected by applicable federal, state, or local law.

Respondent: The individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class.

Supportive Measures: Non-disciplinary, non-punitive individualized services offered to the Complainant or the Respondent designed to restore or preserve equal access to the education program or activity, including measures designed to protect the safety of all parties or the educational environment, or deter harassment, discrimination, and/or retaliation. Supportive measures may include, but are not limited to, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, security escorts, mutual restrictions on contact between the parties, changes in work location, leaves of absence, increased security and monitoring of certain areas, counseling referrals and other similar measures.

Title IX Coordinator: The official designated by the University to ensure compliance with Title IX and who has the primary responsibility for coordinating Recipient's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy. For the purposes of executing this policy, a designee may be assigned by the Title IX Coordinator.

Prohibited Conduct

Harassment

Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law. The University does not tolerate discriminatory harassment of any employee, student, visitor, or guest and will act to remedy all forms of discriminatory harassment when reported, whether or not the harassment rises to the level of creating a hostile environment. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce any individual covered by this policy.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal harassment includes epithets, slurs, and negative stereotyping, and comments that are offensive or unwelcome regarding any characteristic or status protected by this policy or applicable law.
- Non-verbal harassment includes distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of any characteristic or status protected by this policy or applicable law.
- Physical harassment includes assault, unwanted touching, or blocking normal movement because of an individual's protected status.

A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational access, benefits, or opportunities. This discriminatory effect results from harassing verbal, non-verbal, written, graphic, or physical conduct that is severe or pervasive, and objectively offensive.

When discriminatory harassment rises to the level of creating a hostile environment, the University may impose sanctions through application of the appropriate grievance process below.

The University reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature not based on a protected status, under the applicable Code of Conduct.

Sexual Harassment

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that defines the meaning of "sexual harassment" (including forms of sex-based violence). Under the Final Rule, the University must narrow both the geographic scope of its authority to act under Title IX and the types of "sexual harassment" subject to its Title IX investigation and adjudication process.

Only incidents falling within the Title IX definition of sexual harassment will be subject to the Title IX Formal Grievance Process.

Title IX Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity;
- Sexual assault (as defined in the Clery Act);
- Dating Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Domestic Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Stalking (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act).

All other incidents, including those that meet the following definition of sexual harassment will be subject to the Standard Grievance Process.

Sexual Harassment is unwelcome, sex-based and/or gender-based verbal, non-verbal, written, online and/or physical conduct that satisfies one or more of the following:

- Takes the form of quid pro quo harassment;

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such sexual conduct is made either explicitly or implicitly a term or condition of an individual's work or educational development or performance, or evaluation thereof.

- Creates a hostile environment;

A hostile environment is created when sexual harassment is severe, and/or persistent and/or pervasive and objectively offensive, such that it unreasonably interferes with, denies, or limits the ability to participate in or benefit from the University's education program and activities.

- is retaliatory.

Other Civil Rights Offenses

The following offenses are prohibited forms of discrimination when the act is based upon the Complainant's actual or perceived membership in a protected class.

- Sexual Exploitation, defined as: taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited, and that conduct does not otherwise constitute sexual harassment under this policy.
- Threatening or causing physical harm, extreme verbal, emotional, or psychological abuse, or other conduct which threatens or endangers the health or safety of any person;
- Discrimination, defined as actions that deprive, limit, or deny other members of the community of educational or employment access, benefits, or opportunities;
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;

- Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control, or diminish another person, physically and/or mentally

Retaliation

Retaliation is defined as any materially adverse action taken because of a person's participation in a protected activity. Protected activity includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, or assisting in providing information relevant to an investigation.

The University or any member of the University community is prohibited from taking materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Charges against an individual for Code of Conduct violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator for investigation.

Reporting Harassment, Discrimination and/or Retaliation

Reports of harassment, discrimination, and/or retaliation may be made at any time (including during non-business hours) using any of the following options:

- Directly to the Title IX Coordinator via phone, email, text or in-person;
- Directly to Resolution Services;
- By informing any mandated reporter, such as a faculty member, academic counselor, Campus Security Authority (CSA) or Human Resources Business Partner (HRBP).
- By calling the Ethics & Compliance Helpline at 888-310-9569 or filling out an online form at <http://www.UOPXhelpline.com>.

All University faculty and employees are mandated reporters and expected to report actual or suspected harassment or discrimination of which they become aware and must promptly share all known details of a report made to them in the course of their employment, including the identities of both parties, with the Title IX Coordinator.

All reports are acted upon promptly, and every effort is made by the University to preserve the privacy of reports, meaning information related to an allegation will be shared with a limited number of University employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report.

There is no time limitation on reporting. However, if the Respondent is no longer subject to the University's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be limited or impossible.

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the University community and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether to proceed when the Complainant does not wish to do so, and the Title IX Coordinator may sign a Formal Complaint to initiate a grievance process upon completion of an appropriate violence risk assessment.

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, the University must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community. The University will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information to make safety decisions in light of the potential danger.

Upon receipt of notice or a complaint of an alleged violation of this policy, the Title IX Coordinator engages in an initial assessment to determine jurisdiction and which process applies.

Anonymous Reports

Reports may also be made anonymously, without identification of the Complainant. However, anonymous reports typically limit the University's ability to investigate, respond, and provide remedies, depending on what information is shared. Anonymous reports will be preliminarily investigated to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures can be provided. The University cannot provide supportive measures to an unidentified Complainant.

False Allegations & Information

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be subject to appropriate disciplinary action. Additionally, witnesses and parties providing knowingly false evidence or deliberately misleading an official conducting an investigation will be subject to discipline under the applicable Code of Conduct.

Amnesty

To encourage reporting and participation in the process, the University maintains a policy of offering parties and witnesses amnesty from minor policy violations related to the incident. Amnesty may also be granted to Respondents and witnesses on a case-by-case basis.

Standard Grievance Process for Allegations of Harassment, Discrimination and/or Retaliation

The procedures described below apply to allegations of harassment, discrimination and/or retaliation on the basis of protected class status and Sexual Harassment as defined by this policy.

If a factual nexus exists between the allegation of harassment, discrimination and/or retaliation and the alleged actions, the Title IX Coordinator initiates one of two responses:

- **Informal Resolution** - typically used for less serious offenses and only when all parties agree, or when the Respondent is willing to accept responsibility for violating policy. This can also include a remedies-only response.
- **Administrative Resolution** - investigation of policy violation(s) and recommended finding, subject to a determination by the Title IX Coordinator and the opportunity to appeal to an Appeal Panel.

Resolution proceedings are private. All persons are expected to maintain the privacy of the proceedings in accordance with University policy.

The investigation and subsequent Administrative Resolution determine whether this policy has been violated.

At any point during the initial assessment or investigation, if the Title IX Coordinator determines that reasonable cause does not support the conclusion that policy has been violated, the process will end, and the parties will be notified.

Informal Resolution

Informal Resolution is applicable when the parties voluntarily agree to resolve the matter or when the Respondent accepts responsibility for violating this policy or when the Title IX Coordinator can resolve the matter informally by providing remedies to resolve the situation.

It is not necessary to pursue Informal Resolution first in order to pursue Administrative Resolution, and any party participating in Informal Resolution can stop the process at any time and request the Administrative Resolution process.

Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent accepts responsibility, the Title IX Coordinator makes a determination that the individual is in violation of this policy and then determines appropriate sanction(s) or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the conduct, both on the Complainant and the University community.

If the Respondent accepts responsibility for all of the alleged policy violations and the Title IX Coordinator has determined appropriate sanction(s) or responsive actions, which are promptly implemented, the process is over. The Complainant will be informed of this outcome. If Respondent accepts responsibility for some of the alleged policy violations, the remaining allegations will continue to be investigated and resolved.

Administrative Resolution

Administrative Resolution can be pursued for any behavior for which the Respondent has not accepted responsibility that constitutes conduct covered by this policy.

Administrative Resolution starts with a thorough, reliable, and impartial investigation. If Administrative Resolution is initiated, the Title IX Coordinator will promptly provide written notification of the investigation to the parties. Notification will include a meaningful summary of the allegations and the policies allegedly violated.

Investigation

The Title IX Coordinator assigns an Investigator(s) free from bias and conflicts of interest who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

The University aims to complete all investigations within a sixty (60) day period, which can be extended as necessary for appropriate cause by the Title IX Coordinator, with notice to the parties as appropriate.

Investigations involve interviews with all relevant parties and witnesses, obtaining available, relevant evidence, and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence, and to fully review and respond to evidence.

Any evidence that is relevant and credible may be considered, including an individual's prior misconduct history as well as evidence indicating a pattern of misconduct. The process should exclude irrelevant or immaterial evidence and may disregard or provide little weight to evidence lacking in credibility or that is improperly prejudicial.

The Investigator(s) will provide an investigation report summarizing the investigation and evidence and provide parties with a copy of the draft investigation report when it is completed, including relevant evidence, analysis, credibility assessments, and recommended finding(s). Each party has a full and fair opportunity to respond to the report in writing within ten (10) days of receipt.

The Investigator(s) will incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, and make any necessary revisions.

The Investigator(s) will share the report with the Title IX Coordinator for review and feedback and then provide a final report to the Title IX Coordinator. The report will include recommended finding(s) based on a preponderance of the evidence.

Determination

Within a reasonable time of receiving the Investigator's recommendation, the Title IX Coordinator reviews the report and all responses, and then makes the final determination on the basis of the preponderance of the evidence.

The recommendation of the investigation should be strongly considered but is not binding on the Title IX Coordinator. The Title IX Coordinator may invite and consider impact statements from the parties if and when determining appropriate sanction(s), if any.

If the Respondent admits to the violation(s), or is found in violation, the Title IX Coordinator, in consultation with other administrators as appropriate, determines sanction(s) and/or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the discriminatory conduct, both on the Complainant and the University community.

Notice of Outcome

The Title IX Coordinator will timely provide the parties with a written Notice of Outcome to include findings, any sanction(s), and a detailed rationale, delivered simultaneously to the parties.

Unless based on an acceptance of violation by the Respondent, the determination may be appealed by either party.

The Notification of Outcome also includes the grounds on which the parties may appeal and the steps the parties may take to request an appeal of the findings.

Sanctions

Factors considered when determining a sanction may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation

- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Title IX Coordinator

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions/responsive actions.
- **Suspension:** Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- **Expulsion:** Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- **Withholding Diploma:** The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- **Revocation of Degree:** The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- **Other Actions:** In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

Range of Sanctions - Faculty

The following sanctions may be imposed upon faculty singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- Implementation of a remediation plan as appropriate
- Removal from assigned course(s)
- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- **Other Actions:** In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the Title IX Coordinator. Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

All requests for appeal must be submitted in writing to the Title IX Coordinator within ten (10) business days of the delivery of the Notice of Outcome. Either party may appeal, but appeals are limited to the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures.)
- To consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanction(s) are disproportionate to the violation and the cumulative record of the Respondent.

When any party requests an appeal, the Title IX Coordinator will share the appeal request with the other party or other appropriate persons such as the Investigator(s), who may file a response within three (3) business days.

A three-member Appeals Panel will be designated by the Title IX Coordinator from those who have not been involved in the process previously and include a manager, director, and College Dean or Vice President. The Appeals Panel will review the appeal request(s) and if grounds are not sufficient for an appeal, or the appeal is not timely, the Appeals Panel dismisses the appeal.

If the Appeals Panel finds that at least one of the grounds is met by at least one party, additional principles governing the review of appeals include the following:

- Decisions are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s) only if there is compelling justification to do so.
- Appeals are not intended to be full re-hearings (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation and pertinent documentation regarding the grounds for appeal.
- An appeal is not an opportunity for the Appeals Panel to substitute their judgment for that of the original Investigator(s) or Title IX Coordinator merely because they disagree with the finding and/or sanction(s).
- Appeals granted based on new evidence should normally be remanded to the Investigator(s) for reconsideration.
- Sanctions imposed as the result of Administrative Resolution are implemented immediately unless the Title IX Coordinator stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
- All parties will be informed in writing within three (3) business days of the outcome of the appeal.
- Once an appeal is decided, the outcome is final; further appeals are not permitted, even if a decision or sanction is changed on remand.
- In rare cases when a procedural error cannot be cured by the original Investigator(s) and/or Title IX Coordinator (as in cases of substantiated bias), the Appeals Panel may recommend a new investigation and/or Administrative Resolution process.
- In cases in which the appeal results in Respondent's reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Grievance Process for Allegations of Title IX Sexual Harassment

Response to Allegations

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the Title IX Coordinator will promptly contact the Complainant to:

- discuss the availability of supportive measures and consider the Complainant's wishes with respect to supportive measures;
- inform the Complainant of the availability of supportive measures with or without filing a Formal Complaint; and
- explain the process of filing a Formal Complaint.

If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation. The Title IX Formal Grievance Process is not initiated, though the Complainant can elect to initiate it at a later time.

If the Title IX Formal Grievance Process is preferred, the Title IX Coordinator determines if the alleged misconduct falls within the scope of Title IX.

- If it does, the Title IX Coordinator will initiate the appropriate process.
- If it does not, the Title IX Coordinator assesses which policies and/or procedures may apply and refers the matter accordingly. Dismissing a complaint under Title IX is just procedural and does not limit the University's authority to address a complaint through another applicable process.

Emergency Removal

Respondents may be removed from the University's education program or activity on an emergency basis. The University will undertake an individualized safety and risk analysis to determine if there is an immediate threat to the physical health or safety of any student or other individual arising from the allegations that justifies removal. The Respondent will be provided with notice of Emergency Removal and the opportunity to challenge the decision immediately following the removal.

Dismissal (Mandatory and Discretionary)

The University must dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- The conduct alleged in the Formal Complaint would not constitute Title IX Sexual Harassment as defined in this policy, even if proved; and/or
- The conduct did not occur in an educational program or activity controlled by the University and/or the University does not have control over the Respondent; and/or
- The conduct did not occur against a person in the United States; and/or
- At the time of filing a Formal Complaint, a Complainant is not participating in or attempting to participate in the University's education program or activity.

The University may dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein; or
- The Respondent is no longer enrolled in or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties. A dismissal decision is appealable by any party under the procedures for appeal below.

Resolution Processes

The processes described below apply only to allegations of Title IX Sexual Harassment involving students, employees, or faculty members that meet the Title IX Sexual Harassment definition in this policy.

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the University will initiate at least one of three responses:

- Offer supportive measures because the Complainant does not want to proceed formally; and/or
- Facilitate an Informal Resolution; and/or
- Initiate the Title IX Formal Grievance Process including an investigation and a live hearing.

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with University policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose.

The University will make a good faith effort to complete the resolution process within a sixty (60)-to-ninety (90) business day time period, including appeal, which may be extended as necessary for appropriate cause at the sole discretion of the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

Any individual materially involved in the administration of the resolution process, including the Title IX Coordinator, Investigator(s), and Decision-maker(s) may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another individual will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the University's Ethics & Compliance Department via email at office.complianceuopx@phoenix.edu or the Ethics Helpline at www.uopxhelpline.com.

Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings and interviews within the resolution process, if they so choose. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The Advisor is not an advocate and does not represent the parties in the process.

The Advisor is entitled to inspect and review evidence prior to completion of the Investigative Report, receive a copy of the final Investigative Report, and is permitted to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.

The parties are not permitted to directly cross-examine each other or any witnesses during the hearing. Cross-examination must be conducted by the parties' Advisors. Restrictions regarding the extent to which an Advisor may participate in the Formal Grievance process are further outlined in the Hearing Procedures section of this policy.

The University cannot guarantee equal advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, the University is not obligated to provide an attorney. The Title IX Coordinator will offer to assign a trained Advisor for any party if the party so chooses.

The University is obligated to investigate and adjudicate in a prompt timeframe under Title IX and may refuse to grant extension requests to accommodate the schedule of an Advisor. The determination of what is reasonable shall be made by the Title IX Coordinator.

Informal Resolution

Parties are not required to participate in an Informal Resolution process and Informal Resolution may only be used if a Formal Complaint is filed. Any party participating in Informal Resolution can stop the process at any time and begin or resume the Title IX Formal Grievance Process.

Informal Resolution may be used with the voluntary, written consent of both parties:

- When the Respondent accepts responsibility for violating policy and wants to accept a sanction and end the resolution process; or
- When the Title IX Coordinator can resolve the matter by providing supportive measures to remedy the situation.

Prior to implementing Informal Resolution, both parties will be provided with written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and the University are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator accepts the Respondent's admission of responsibility and implements agreed-upon sanctions and/or remedies, in coordination with other appropriate administrator(s), as necessary. The result is not subject to appeal once all parties indicate their written assent to all agreed-upon terms of resolution.

Informal Resolution is not available to resolve allegations that an employee sexually harassed a student.

Formal Grievance Process

The Formal Grievance Process includes an objective evaluation of all relevant evidence obtained, including both inculpatory and exculpatory evidence. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

Relevant evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true and do not include the following types of evidence and questions, which are deemed irrelevant at all stages of the Formal Grievance Process:

- Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege.
- Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

There is a presumption that the Respondent is not responsible for alleged misconduct unless and until a determination of responsibility is made at the conclusion of the Formal Grievance Process. The standard of proof used to determine responsibility is preponderance of the evidence.

Notice of Allegations

The Title IX Coordinator will provide a Notice of Allegations to both parties as soon as practicable after receiving a Formal Complaint.

The Notice of Allegations will include:

- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- A description of the applicable procedures,
- A statement that the University presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period, and
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.

The institution will provide sufficient time for the parties to review the Notice of Allegations before any initial interview.

Investigations

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

Through the investigation process, all parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence and expert witnesses, and to review and respond to all evidence on the record.

The Title IX Coordinator appoints an Investigator who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation. Investigator(s) will complete the following steps (not necessarily in this order):

- Provide each interviewed party and witness an opportunity to verify the Investigator's summary of the relevant evidence/testimony from their respective interviews and meetings.
- Allow each party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other party and witnesses.
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) with a list of witnesses whose information will be used to render a finding.

- Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) a copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the Recipient does not intend to rely in reaching a determination, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence.
 - The Investigator(s) may elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses.
- Incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report.
- Share the report with the Title IX Coordinator for their review and feedback.
- Incorporate any relevant feedback, and share the final report and a file of any directly related evidence that was not included in the report with all parties and their Advisors at least ten (10) business days prior to a hearing.

Once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing and select an appropriate Decision-maker. The Title IX Coordinator may not serve as a Decision-maker but may serve as an administrative facilitator of the hearing if their previous role in the matter does not create a conflict of interest.

Hearings

No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the parties. The hearing body will consist of a single Decision-maker.

The Title IX Coordinator will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing.

If any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision-maker. No inference may be drawn about responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

The parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the University will appoint one. Each party must have an Advisor present. There are no exceptions.

Any evidence that the Decision-maker determine(s) is relevant and credible may be considered. The Decision-maker does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. At the hearing, the Decision-maker has the authority to hear and make determinations on all allegations of discrimination, harassment, and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within this policy.

Hearing Procedures

The Decision-maker will answer all questions of procedure.

The Decision-maker will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker and the parties and will then be excused.

The Investigator(s) will present a summary of the final investigation report and will be subject to questioning by the Decision-maker and the parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker may ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Decision-maker will direct that it be disregarded.

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Decision-maker. The parties/witnesses will submit to questioning by the Decision-maker and then by the parties through their Advisors ("cross-examination").

All cross-examination questions are subject to a relevance determination by the Decision-maker. The Advisor will pose the proposed question, allow the Decision-maker to consider it, and the Decision-maker will determine whether the question will be permitted, disallowed, or rephrased. Only questions that are permitted may be answered.

If a party's Advisor refuses to comply with the Recipient's established rules of decorum for the hearing, the University may require the party to use a different Advisor. If a University-provided Advisor refuses to comply with the rules of decorum, the University may provide that party with a different Advisor to conduct cross-examination on behalf of that party.

The Decision-maker will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Decision-maker has final say on all questions and determinations of relevance, subject to any appeal. The Decision-maker will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If a party or witness chooses not to submit to cross-examination at the hearing, either because they do not attend the meeting, or they attend but refuse to participate in questioning, then the Decision-maker may not rely on any prior statement made by that party or witness at the hearing (including those contained in the investigation report) in the ultimate determination of responsibility. The Decision-maker must disregard that statement. Evidence provided that is something other than a statement by the party or witness may be considered.

Hearings (but not deliberations) are recorded for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted. The recording of the hearing will not be provided to parties or advisors.

The Decision-maker will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question using the preponderance of the evidence standard.

If the Respondent is found responsible, the Decision-maker will review any pertinent conduct history provided and will determine the appropriate sanction(s) in consultation with other appropriate administrators, as required.

The Decision-maker will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions.

This report must be submitted to the Title IX Coordinator within three (3) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will prepare a Notice of Outcome within five (5) business days of receiving the Decision-maker's deliberation statement, which will be shared with the parties simultaneously.

The Notice of Outcome will identify the specific policy reported to have been violated, including the relevant policy section, and will contain a description of the procedural steps taken by the University from the receipt of the misconduct report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, methods used to obtain evidence, and hearings held.

The Notice of Outcome will also specify the finding on each alleged policy violation; the findings of fact that support the determination; conclusions regarding the application of the relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation to the extent the University is permitted to share such information under state or federal law; any sanctions issued

which the University is permitted to share according to state or federal law; and any remedies provided to the Complainant designed to ensure access to the University's educational or employment program or activity, to the extent the University is permitted to share such information under state or federal law. The Notice of Outcome will also include information on the relevant procedures and bases for any available appeal.

Sanctions

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered after a finding or admission of responsibility.

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Decision-maker

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions.
- **Suspension:** Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- **Expulsion:** Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- **Withholding Diploma:** The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- **Revocation of Degree:** The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- **Other Actions:** In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Part-Time Faculty

The following sanctions may be imposed upon part-time faculty singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- **Implementation of a remediation plan** as appropriate
- **Removal from assigned course(s)**

- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Employees (including Full-Time Faculty)

The following sanctions may be imposed upon employees singly or in combination:

- Warning - Verbal or Written
- Performance Improvement/Management Process
- Required Training or Education
- Loss of Oversight or Supervisory Responsibility
- Demotion
- Suspension with pay
- Suspension without pay
- Termination
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the final Decision-maker. Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

Either party may file a Request for Appeal, but it must be submitted in writing to the Title IX Coordinator within ten (10) days of the delivery of the Notice of Outcome.

A three-member Appeal Panel comprised of a manager, director, and College Dean or Vice President will be designated by the Title IX Coordinator, one of whom will serve as the Appeal Chair. No appeal panelists will have been involved in the process previously. The Request for Appeal will be forwarded to the Appeal Chair for consideration to determine if the request meets the grounds for appeal. This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

Appeals are limited to the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, Investigator(s), or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

If any of the grounds in the Request for Appeal do not meet the grounds, the request will be denied by the Chair and the parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds, then the Appeal Chair will notify the parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker.

The parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s) will be provided a copy of the request with the approved grounds and then be given ten (10) business days to submit a response to the portion of the appeal that was approved and involves them.

The Chair will collect any additional information needed and all documentation regarding the approved grounds. The Appeal Panel will render a decision in no more than three (3) business days, barring exigent circumstances. All decisions are by majority vote and apply the preponderance of the evidence standard.

A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the University is permitted to share under state or federal law.

Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. The University may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal if the original sanctions included suspension or expulsion.

Appeal Considerations

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- An appeal is not an opportunity for the Appeal Panel to substitute their judgment for that of the original Decision-maker merely because they disagree with the finding and/or sanction(s).
- The Appeal Panel may consult with the Title IX Coordinator on questions of procedure or rationale, for clarification, if needed.
- Appeals granted based on new evidence should normally be remanded to the original Investigator(s) and/or Decision-maker for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new hearing).
- In rare cases where a procedural error cannot be cured by the original Decision-maker (as in cases of bias), the appeal may order a new hearing with a new Decision-maker.
- The results of a remand to a Decision-maker cannot be appealed.

In cases in which the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Extended Time and In Progress Extension (IX) Accommodations

In accordance with Section 504 of the Rehabilitation Act (Section 504) of 1973 and the Americans with Disabilities Act (ADA) of 1990 and as amended in 2008, the University of Phoenix (UOPX) offers qualified students with disabilities reasonable accommodations upon request. These accommodations are determined by the Accessibility and Disability Services Office (ADS) following a consultative, deliberative process between the student and their assigned disability services advisor (DSA).

Students with approved extended time for assignments are provided with reasonable additional time to complete their work, both for timed and untimed assignments. Students are encouraged to submit their work throughout the course to take advantage of formative feedback and assessment from the faculty to improve performance on future course assignments.

- The time allotted will be specified on the student's accommodation agreement, and in the notification that will be sent to faculty at the start of the course or upon approval of a student's accommodation, if accommodations are requested after the course has begun.
- Extended time for timed assignments will amount to either time and a half (1.5x) or double (2x) the time allowed for students to complete the assessment or assignment.
- Students with an approved ADA accommodation for extended time for individual assignments will be allotted four additional days per week to submit their work without penalty, including the final week of the course. The granting of extended time accommodations allows students to submit all work for the course up to 11:59 pm Arizona time on the fourth day after the end of the course.
- Extended time for assignments does not apply to discussion and learning team assignments. These assignments are collaborative in nature and are typically time dependent. Students who have concerns about the impact of their disability on discussion and learning team assignments should discuss these concerns with their DSA.

A student who needs additional time to complete course work may request an In Progress Extension (IX). An IX must be requested by 11:59 pm Arizona time through the fourth day after the course has ended. The student will request the IX from their assigned DSA and will receive five additional weeks to complete the course. The DSA will communicate the new deadline date to both the student and the faculty.

If a student requires additional time beyond the approved IX, the student may submit a request to the Disability Services Manager (DSM) with documentation of the disability-related need for additional time. The DSM will communicate a decision regarding the request to the student and the assigned DSA, who will inform the faculty. Students who disagree with the determination made by the DSM can file a grievance in accordance with the grievance policy.

Accessibility and Disability Services Office Contact Information

The Accessibility and Disability Services Office provides students with the opportunity to contact a Disability Services Advisor, via e-mail, 24 hours a day. For more information, please visit: <http://www.phoenix.edu/students/disability-services.html>. The department's mailing address and phone number is:

4035 S. Riverpoint Parkway
Phoenix, AZ 85040

Phone: 602.557.1157
Fax: 602.333.0737

Students needing assistance with accessibility questions or concerns can get more information at <http://www.phoenix.edu/accessibility.html>, or can contact accessibilitysupport@phoenix.edu.

The University's Vice President of Accessibility Strategy and Section 504 Coordinator, is Kelly Hermann, Section.504Coordinator@phoenix.edu.

Acceptable Computer Use for Faculty and Students

University computing and communication resources are for approved business and educational purposes consistent with University policies and procedures.

- Computing and communication resources include all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and for accessing and obtaining the University's services.

By using University computing and communication resources, all users, including students and faculty, assume personal responsibility for appropriate use, and agree to comply with this policy and all other applicable University policies, including, but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable local, state, and federal laws and regulations. Any user using the University's computing and communication resources in violation of these policy requirements, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and laws. In addition, all activity and information, including personal activity and information on University systems, may be monitored and recorded. Any individual accessing University computing and communication resources consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, members of the University of Phoenix Information Security (or other personnel designated by information security) will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:

- Comply with this policy and all applicable local, state, and federal laws and regulations.
- Not intentionally compromise the confidentiality, integrity, or availability of University computing and communication resources.
- Not attempt to circumvent the University's physical, technical, or administrative security measures.
- Abide by the provisions of the Student Code of Conduct (for students) or the provisions of the Faculty Code of Conduct (for faculty members).
- Be truthful and accurate in personal identification.
- Respect the rights and privacy of others.
- Maintain the security of their user resource accounts.
- Comply with the terms of use of any University or third-party service provider website(s).

Intellectual Property

Users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor.

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying, or use of audio files, images, graphics, computer software, data sets, bibliographic records, and other protected property is prohibited except as permitted by law.

Privacy & Security

The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure that access to sensitive data is restricted to those individuals who have authorized permission. The following sections describe how information security personnel may monitor computing and communication resources for violations of the Acceptable Use policy.

Monitoring

System and network activities of users are routinely logged and monitored. These activities include:

- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

In the case of a suspected violation of this policy, University officials may authorize information security personnel to conduct a more detailed investigation to gather evidence on the suspected violation.

Restriction of Access to Computing and Communication Resources

Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:

- If required by applicable local, state, or federal law, or University policy.
- If a reasonable suspicion exists that there has been or may be a violation of local, state or federal law or regulation, or University policy.
- If required to protect the confidentiality, integrity, or availability of computing and communication resources.

Conditions for Permitting Inspection, Monitoring, or Disclosure

The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:

- Required or permitted by local, state or federal law, including public records law, or by subpoena or court order.
- The University or its designated agent reasonably believes that a violation of local, state or federal law or University policy has occurred.
- Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

Confidentiality

Confidentiality of e-mail and other network transmissions cannot be completely assured. All users should exercise caution when sending personal, financial, confidential, or sensitive information by e-mail or across the Internet.

Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to or disclosure of private user information has occurred, the University will make reasonable efforts to inform the affected user, except when notification is impractical or when notification would be detrimental to an investigation of a violation of law or policy.

Reporting Violations and Enforcement

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to Resolution Services or University of Phoenix Information Security.

Resolution Services - Conduct Resolutions

4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602-557-5566

Email: ConductResolutions@phoenix.edu

University of Phoenix Information Security

4035 South Riverpoint Parkway
Phoenix, AZ 85040
FAX: (602) 557-6606

e-mail: infosecurity@phoenix.edu

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user's privileges or move or delete the allegedly offensive material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before a determination is made whether a violation occurred and what sanction(s), if any, are warranted. Cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) and/or to appropriate law enforcement authorities.

In addition to sanctions available under University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources.

The University may temporarily suspend any account, whether the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources or the University itself. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of information security personnel.

In the event of any inconsistency or conflict between this policy and any other University policy or terms or conditions faculty/students may be subject to, the University reserves the right to resolve such conflicts in its sole discretion.

Violation Examples

The list below contains examples of actions considered to be a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations or the applicability of any other law or policy to those facts.

- Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.
- Unauthorized, anonymous communication is prohibited. All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fundraising or advertising on behalf of non-University organizations.
- The unauthorized selling of University computing and communication resources.
- Unauthorized attempts to acquire and use the user ID or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional propagation of computer "worms" and "viruses," the sending of electronic chain mail, denial of service attacks, and inappropriate "broadcasting" of messages to large numbers of individuals or hosts.
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems, or networks, or otherwise violate this policy.
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one's level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems, or networks.
- Downloading Copyrighted material on University or personal resources connected to the University networks.

Pregnant and Parenting Students

Any member of the University of Phoenix (UOPX) community may report a violation of this policy to any supervisor, manager, or to the Title IX Coordinator. The Title IX Coordinator is responsible for overseeing complaints of discrimination involving pregnant and parenting students.

The Title IX Coordinator for University of Phoenix is:

Bridget Beville, JD
TitleIX@phoenix.edu
602.557.1823

Overview:

Under the U.S. Department of Education's (ED) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the ED, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

This generally means that pregnant students will be given an opportunity to make up missed work wherever possible. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests, participation, team assignments, and presentations), and incomplete grades that can be completed at a later date should all be employed.

Definitions:

Title IX Accommodation: Changes in the academic environment or typical operations that enable pregnant students or students with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of the University.

Title IX Extension: An up to five-week period after class ends that students can use to submit late work without penalty.

Pregnancy and Pregnancy-Related Conditions: Include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from these conditions.

Pregnant Student/Birth Parent: refers to the student who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

Supporting Documentation: Documentation from the student's physician or other qualified medical professional that includes the student's name, evidence of the pregnancy or pregnancy-related condition and the dates on which they occurred. Examples include, but are not limited to, hospital discharge paperwork, a signed letter from the doctor, medical appointment paperwork, ultrasound picture, temporary birth certificate.

Reasonable Title IX Accommodations for Students Affected by Pregnancy, Childbirth, or Related Conditions

- Faculty and staff will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.
- Students with pregnancy-related conditions are entitled to reasonable Title IX accommodations so that they will not be disadvantaged in their course of study and may seek assistance from the Title IX Office.
- Reasonable Title IX accommodations include, but are not limited to:
 - Extending deadlines and/or allowing the student to make up tests or assignments (including participation and team assignments) missed for pregnancy-related absences;
 - Excusing medically necessary absences (which must be granted irrespective of classroom attendance requirements.) Medically necessary absences require supporting documentation.
 - Students immediately receive in-class accommodations upon disclosure of a pregnancy or pregnancy-related condition. Any additional time granted after the course ends must be approved.

Title IX and ADA Accommodations

Occasionally students are entitled to both Title IX accommodations and reasonable accommodations on the basis of disability due to pregnancy complications and/or a co-existing permanent diagnosis. In these instances, the student will receive the benefit of both policies as appropriate. The Title IX and Disability Services Offices work together to ensure students are accommodated and faculty receive necessary guidance and support.

Faculty Responsibilities Upon Disclosure of a Pregnancy or Pregnancy-Related Conditions

Upon disclosure of a pregnancy or pregnancy-related condition, faculty must refer the student to the Title IX office and:

- Inform the student they are entitled to in-class accommodations.
 - It is not necessary to collect any supporting documentation from the student or wait for approval while the course is in progress. Reasonable Title IX accommodations apply upon disclosure and for the entire course.
 - In-class accommodations are retroactive. If the student discloses the last week of class, they can make up late work for the entire class. If late penalties have already been deducted for any assignment, those points must be returned.
 - Students may not re-submit work already completed for a better grade. They may only receive extensions on due dates for assignments that have not been submitted.
- Allow the student to submit late work without penalty for all assignments.
- Allow the student the opportunity to make up participation points and learning team assignments. Alternate assignments with equal point values are acceptable.
- Work with the student directly to develop a modified schedule for submitting work.

Students are allowed to submit outstanding course work up to four (4) days after the course end date. If all outstanding work is received by the four-day deadline, faculty must grade the work and post a final grade for the course.

In-Progress Extension (IX)

If a student needs additional time beyond the four-day extension to submit work, they may request an in-progress extension (IX) under Title IX. In-progress extensions are a specific type of incomplete grade and students and faculty are required to follow this policy in order to process an IX grade under Title IX.

Students may receive an additional five weeks to complete course-work if an IX grade is approved. If the IX is not approved, the student's current grade stands.

The Title IX Office determines whether supporting documentation is sufficient to approve an IX. Once supporting documentation is reviewed and deemed satisfactory, the Title IX Office will work with classroom operations to process the IX and notify the faculty to post the IX grade with the 5-week extension deadline date. Students are required to complete all work by that date and notify faculty when coursework has been submitted.

Modified Academic Responsibilities for Parenting Students

- Students with child caretaking/parenting responsibilities because of the birth of a child may request a Title IX accommodation period during the first six weeks from the time the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
 - Students whose spouse or partner gives birth may receive accommodations for up to six weeks after the birth of the child. Proof of birth is required for accommodations to be approved.
- During the modification period, the student's academic requirements will be adjusted, and deadlines postponed as appropriate, in collaboration among the Title IX Office, the student's academic counselor and course faculty.
- Students should work directly with course faculty to submit late work and must communicate to faculty when that work has been completed and ready to be graded.
- If for any reason students are not able to work with their course faculty to obtain appropriate modifications, students should notify the Title IX Office as soon as possible so they can help facilitate needed modifications.

Retaliation and Harassment

- University faculty and staff are prohibited from interfering with students' rights to take leave, seek Title IX accommodation, or otherwise exercise their rights under this policy.
- University faculty and staff are prohibited from retaliating against students for exercising their rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because students request leave or modification, file a complaint, or otherwise exercise their rights under this policy.
- Faculty who do not follow this policy and provide reasonable Title IX accommodation once a student discloses pregnancy or a pregnancy-related condition may be in violation of the Faculty Code of Conduct and disciplined accordingly.

Financial Aid Implications

Students receiving an accommodation pursuant to this policy must still maintain Satisfactory Academic Progress (SAP) and are responsible for repayment of financial aid funds received. Students should contact their Finance Advisor with any questions related to financial aid funds.

STUDENT CODE OF CONDUCT

A. Purpose

1. Students are accountable for their actions and are expected to conduct themselves ethically, honestly, and with integrity as responsible members of University of Phoenix (UOPX) community. This requires the demonstration of mutual respect and civility in all University-related activities and interactions. The Student Code of Conduct applies to all interactions whether conducted in-person, telephonically, via text, chat, email, social media, or through any other electronic platform, including any University learning management system.

2. As an internal administrative process, students are entitled to a fair and impartial review of any reported issue(s). Finding a student in violation of University policy and subject to sanctions must be supported by a preponderance of the evidence, meaning it is more likely than not that a violation occurred. When a student is unable to conform their behavior to these expectations as demonstrated by egregious or repeated violations, the student conduct process may determine that the student should no longer share in the privileges of participating in the educational community.

3. Assigned sanctions will take into consideration the context and seriousness of the violation. Sanctions are intended to provide students the opportunity to reflect on their choices, develop ethical decision-making, and bring their behavior into conformance with community expectations. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

B. Jurisdiction

Generally, University jurisdiction shall be limited to conduct that occurs on University property and/or at University-related events, online, or that adversely affects the University community and/or the pursuit of its objectives. The Director of Student Conduct, in consultation with the Vice President of Resolution Services, may also apply this policy to off-campus conduct and to actions online when the off-campus conduct, or online action affects a substantial University interest. The University has continuing jurisdiction over students who withdraw from the University while conduct proceedings regarding that student are still active or pending.

C. Definitions

Student: Any person currently admitted or registered or who participates in a University function, such as orientation, in anticipation of enrollment, or those individuals who were students at the time of an alleged violation as well as individuals on University premises or using any University system for any purpose related to admission or enrollment. Persons who are not officially enrolled but who have a continuing relationship as a student with the University are considered "students."

Intellectual Property: Property (such as an idea, invention, or process) that derives from the work of the mind or intellect.

Course Materials: Syllabus, discussion questions, worksheets, lectures or any other written or recorded material produced by the University or faculty.

Preponderance of Evidence: The standard or proof used to determine whether a student is responsible for a violation of the Code of Conduct.

Suspension: Suspension is separation of the student from the University for a specified period, after which the student is eligible to return. During suspension students are not allowed to attend any University class, University facility or University event. During the period of suspension, there is a hold on the student's University records which may prevent the student from obtaining transcripts, verifications, or a degree from the University.

Expulsion: Expulsion is permanent separation from the University and the termination of the student's status as a UOPX Student, and exclusion from all premises, privileges, and activities without the possibility of readmission.

Rescission of a Conferred Degree: Canceling and revoking a degree previously awarded by the University.

University Community: All individuals who have a relationship with or to the University (or had at the time of the incident), including but not limited to students, employees, faculty, contractors, consultants, suppliers, or other entities engaged by the University to provide services or goods when on University property or while acting in a capacity defined by their relationship to the University.

D. Prohibited Conduct

1. Academic Misconduct. The University requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept responsibility to ensure submission of academic work does not constitute academic misconduct as defined below.

Expectations of Students: It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions.

a. Plagiarism: The intentional or unintentional use of another's work, in whole or in part, without acknowledging the source and presenting that material as one's own academic work. This includes, but is not limited to:

- i. Reproduction and submission of another person's work, whether published or unpublished. This also includes using materials from third parties that sell or provide free of charge academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials.
- ii. Using another's ideas, written words, or intellectual property without properly acknowledging the source:

1. Quoting a source word-for-word without providing quotation marks and citations.
2. Submitting work that is substantially identical to another source in content and/or organization without appropriately citing the source.
3. Using other intellectual property in a work without appropriate citations, permissions, or rights (when applicable). Intellectual property includes but is not limited to images, presentations, videos, software programs, computer code, charts, figures, illustrations, and artistic or musical composition.

b. Cheating: Any attempt by a student to gain an unfair academic advantage by means other than their own knowledge. This includes, but is not limited to:

- i. Assisting another student to plagiarize, copy, or observe one's own work. This includes submission of work to third parties that sell or provide free of charge academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials.
- ii. Using the textbook, manuals, electronic devices, or other materials in a manner not authorized by faculty or the University.
- iii. Allowing another person, whether free of charge or for hire, to complete work on one's behalf, including any classroom post, assignment, quiz, test, exam, or similar evaluation, or doing the same in place of another person.
- iv. Providing or requesting assistance from another person in a manner not authorized in writing by faculty.

c. Fabrication or Falsification: Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results or relying on another source's results in any assignment without proper acknowledgement of that source. Fabrication includes citing sources that the student has not actually used or consulted.

d. Self-plagiarism, Double-Dipping, or Dovetailing: Submitting one's own academic work that is identical or substantially similar to one's own work previously submitted, unless specifically authorized by the course faculty or course curriculum.

e. Sale or Distribution of Course Materials: Delivering, uploading or distributing copyrighted course materials without the express permission of the copyright holder.

2. Behavioral Misconduct: The University requires that students adhere to the behavioral standards necessary to maintain a positive and productive learning environment. The following examples of prohibited misconduct are not exclusive or all-inclusive but are intended to provide examples of the types of behavior that may result in disciplinary action under the Student Code of Conduct.

- a. Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings or other University activities.
- b. Unprofessional conduct including threatening, bullying or verbal abuse of any member of the University community by any means (e.g., conduct, speech, written notes, learning management system [i.e., Blackboard] electronic mail, messaging, text, chat, etc.). This includes, but is not limited to, the use of threats, profanity, and demeaning or intimidating comments.
- c. Inflicting harm upon or reckless disregard for the health or safety of any person or taking any action for the purpose of inflicting harm upon any person.
- d. Engaging in discrimination or harassment as defined by the University's Equal Opportunity, Harassment and Non-Discrimination Policy.
- e. Retaliation, including but not limited to intimidation, threat, coercion, or any other type of discrimination or harassment because of an individual's complaint, report, or participation in a protected activity.
- f. Misuse of Access: Providing another person access to password or privacy protected University information, including but not limited to:
 - i. Sharing or providing logins or passwords allowing another access to student systems and information.

- ii. Sharing or providing verification information allowing another to pose as the student

- iii. Allowing or having unauthorized possession, duplication, sharing or use of means of access to any University building or property.

g. Failure to comply with reasonable lawful requests or directives of University officials or agents, including security officers, acting in the good faith performance of their duties or interference with faculty or staff acting in the performance of their official duties.

h. Carrying of weapons on University property or at University-sanctioned events, including firearms and any other item designed or used for inflicting bodily harm or physical damage. (This policy is not applicable to students who are law enforcement officers required, by law, to carry firearms at all times).

i. Using, dealing in, or being under the influence of alcohol, illegal drugs, or other substances prohibited by local, state, or federal law (including cannabis) or use or possession of drug paraphernalia while occupying University property, at University-sanctioned events, or when meeting with campus personnel.

j. Use of any tobacco or nicotine product, including electronic cigarettes or vaporizers while occupying University property, at University-sanctioned events, or when meeting with University staff or faculty.

k. Acts of Dishonesty including but not limited to,

- i. Providing false or misleading information to any University official, faculty member or office.

- ii. Forgery, alteration, or misuse of any University document, record, or instrument of identification.

- iii. Aiding, abetting, or procuring another person to violate a University policy.

l. Identity Theft

- i. Possessing or using another person's name, address, Social Security Number (SSN), bank or credit card account number, or other identifying information without that person's knowledge and consent.

- ii. Filing a false claim of identity theft with the University.

m. Theft, unauthorized use or unauthorized possession of University property or services or property belonging to any member of the University community.

n. Failure to use the University's computing and communication resources for approved educational purposes consistent with University policies and procedures.

o. Any action that causes damage or which would tend to cause damage to University property or property of a member of the University community or other personal or public property.

- i. Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University property.

p. Improper on Camera Behavior

- i. Failure to appear on camera dressed as if present in a physical classroom or office setting.

- ii. Failure to maintain an area free from disruption and/or distractions visible during camera communication.

- iii. Failure to behave, whether intentionally or unintentionally, in a professional manner.

- q. Making, sharing, or otherwise distributing any audio, video, photographic, or digital recording or image, which was taken without a person's prior knowledge or consent when the person being recorded would have a reasonable expectation of privacy, or where the recording is reasonably likely to cause injury or distress.
- r. Violation of published University policies, procedures, or standards.
- s. Inciting, aiding, or encouraging others to engage in a behavior which violates this Code.
- t. Committing or attempting to commit any act which would be a violation of federal, state, or local laws or regulations when such behavior is detrimental to the University community's interest.

E. Procedure for Processing Alleged Violations of the Student Code of Conduct

1. Investigation: Alleged violations will be investigated in a prompt, thorough, and impartial manner. Conduct Resolutions acts as the fact-finder and will explore information relevant to the allegation. Investigations involve obtaining available, relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses.

- a. During an investigation a student may be removed from class, campus-sanctioned events, or other University functions.
- b. A hold may be placed on the student's records at any point in the disciplinary process pending the resolution of all outstanding matters or to assure compliance with sanctions. This includes but is not limited to placing holds on future scheduling, degree conferral, receiving transcripts, or program updates.
- c. In exceptional circumstances, where the continued presence or participation of a student would present a serious threat to any other person or the University, it may be determined that an immediate suspension is warranted. A student who is immediately suspended will be withdrawn from any current course and may not attend any University class or event pending final resolution of the matter.

2. Notification: Following an investigation, if it is more likely than not that a violation has occurred, the student will be notified in writing of one of the following:

- a. Warning. A warning letter is notice to the student that a violation of the University Student Code of Conduct has occurred, and that continued or repeated violations of specified conduct may be cause for further disciplinary action. This letter is not appealable and no response from the student is requested or required.
- b. Charge. A charge letter is notice to the student that their alleged actions are in violation of the University's Student Code of Conduct and subject to the disciplinary process. These letters request a student response and are appealable.

3. Student Response: The student has ten (10) calendar days from the date of the Charge Letter to submit a written response to the University. The Response should include all relevant information and materials the student wishes the University to consider. The Response is also the student's opportunity to provide exculpatory evidence, and explain any extenuating circumstances relevant to the issue.

- a. If the student does not provide a written Response within ten (10) calendar days, the case will proceed without the student's input.

4. Decision

- a. Conduct Resolutions will apply a preponderance of the evidence standard to determine whether a violation occurred and determine what sanction(s), if any, are warranted.
- b. The decision and sanction(s) will be communicated in writing to the student.
- c. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased because of the alleged crime or offense, University of Phoenix will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. Compliance of this disclosure does not constitute a violation of the Family Educational Rights and Privacy Act (FERPA).

5. Sanctions: If a violation is found, sanctions will be appropriate to the violation, taking into consideration the context and seriousness of the violation. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

- a. Students who are suspended or expelled from the University remain responsible for all tuition, fees, and charges associated with their attendance. Students sanctioned with expulsion have the right to appeal.

6. Appeals

- a. Appeals must be requested in writing to the University within ten (10) calendar days from the date on the decision letter. Appeals will only be accepted for review if the student can demonstrate one or more of the following:
 - i. New evidence which was unavailable to the student at the time of the initial response will substantially impact the original finding.
 - ii. University procedures were not followed.

If the student does not demonstrate either (i) or (ii), the appeal will be denied and the original decision is final.

- b. Appeals are heard by a Student Discipline Review Committee (SDRC). The SDRC is facilitated by an impartial administrator and is comprised of three (3) senior University representatives. The decision of the SDRC is final and will be communicated directly to the student.

University of Phoenix Professional Standards for Candidates in the College of Nursing

Candidates in the College of Nursing are subject to greater scrutiny because of their anticipated interactions with students, families, patients, clients, and agencies in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure degree candidates refrain from unsafe or unprofessional nursing practices. Candidates in the College of Nursing are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in the College of Nursing Programs before, during, and after clinical rotations, practicum, and/or preceptorships. The Professional Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of University of Phoenix, College of Nursing.

The College of Nursing adheres to the broader nursing community's ethical standards as well as additional professional standards put forth by the College of Nursing administration.

1. University of Phoenix Student Code of Conduct
Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct, available in the academic catalog.
2. American Nurses Association (ANA) Code of Ethics for Nurses
The College of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics here: <http://www.nursingworld.org/codeofethics>
3. Nurse Practice Act (by state)
Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state's nurse practice act. Candidates can locate this information here: <https://www.ncsbn.org/nurse-practice-act.htm>
4. ANA Principles for Social Networking and the Nurse
ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found here: <http://www.nursingworld.org/principles>
5. The candidate is sensitive to community and cultural norms that pertain to the University classroom, clinical rotations, practicum, and/or preceptorships.
6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.

7. The candidate refrains from engaging in nursing practice for which the student has not been authorized or for which the student has not been educated/validated at the time of the incident.
8. The candidate refrains from disrupting the programs of the College of Nursing or its affiliates.
9. The candidate will participate in or complete clinical work consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified.
10. The candidate will adhere to College, School, Clinical, and Agency site policies and procedures.
11. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct or Professional Standards.
12. Candidates in the College of Nursing will assume responsibility for their own health as well as their own behavior.

a. Transportation: Candidates in the College of Nursing are responsible for personal transportation to and from health agencies and/or clinical sites.

b. Personal Electronic Devices: Candidates in the College of Nursing are responsible to be aware of and comply with agency policies regarding personal electronic devices.

A Candidate's ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff and campus management.

University of Phoenix Supplemental Standards for Candidates in College of Social and Behavioral Sciences Counseling and Human Services Programs

Candidates in College of Social and Behavioral Sciences programs leading to certification or licensure in Counseling and/or Human Services at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field placements, practicums, and/or internships as part of their academic program. As prospective human services workers or counselors, College of Social and Behavioral Sciences candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in College of Social and Behavioral Sciences Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements, practicums, and internships. The Supplemental Standards address a candidate's affective attributes and disposition to be a human services worker or counselor. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and internships.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms of the counseling and/or human services industry, the University classroom, and all field placements, practica, and internships.
7. The candidate values human diversity and shows respect for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human services and/or counseling field.
10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human services worker and/or counselor.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients as well as in preparation and submission of required course work, and the completion of tests.
12. The candidate maintains a pattern of exceeding minimal requirements in courses, field placements, practica, and internships.

University of Phoenix Supplemental Standards for Candidates in College of Education Programs

Candidates in a College of Education program leading to certification or licensure at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. These degree candidates participate in one or more clinical experience placements (field placements) and a culminating clinical practice (student teaching practicum) as part of their academic program. As prospective educators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession in addition to the University's Student Code of Conduct.

The College of Education has instituted processes to ensure that candidates demonstrate the appropriate behavioral and programmatic skills required of the profession. As such, candidate interactions with staff, faculty, fellow students, and external placement constituents are observed throughout their attendance. Additionally, candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program. The Referral Process is not intended as punitive, but rather as a corrective measure to ensure candidates are prepared to enter their profession.

During the course of their program, including general education courses, candidates are expected to conduct themselves in accordance with the Student Code of Conduct, Professional Dispositions Rubric, and Supplemental Standards criteria. Faculty members will closely monitor a candidate's academic progress through a review of grades and dispositions. Should a student be reported for academic or behavioral issues under the Student Code of Conduct, they may also be referred to the College to undergo a Supplemental Standards review. The College may issue a referral with or without a corresponding Student Code of Conduct warning or charge.

Supplemental Standards

The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements and practicum. The Supplemental Standards address a candidate's affective attributes and disposition to be an educator. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

1. The candidate contributes to a positive climate in the University classroom and all field placements.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process and believes that all students can learn.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements.
7. The candidate appreciates and values human diversity and shows respect and fairness for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself/herself and those with whom he/she interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the education field.
10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional educator/administrator.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, and staff, as well as in preparation and submission of required course work, and the completion of tests.
12. The candidate maintains a pattern of exceeding minimal requirements in course and field placements.

University of Phoenix Supplemental Standards for Candidates in Administration and Supervision Programs

Candidates in a College of Education program leading to certification or licensure as school administrators at the University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, parents, and the school community. As prospective administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in Administration and Supervision Programs ("Administration Supplemental Standards") apply to these degree candidates throughout their academic program and internship. The Supplemental Standards address a candidate's affective attributes and dispositions to be an administrator. A corresponding Administrator Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Administration Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management. These supplemental, dispositional standards are adopted from the Administrator Dispositions Index items based on the work of the Council for Chief State School Officers (2003) and the National Association of Secondary School Principals (2001).

1. The administrator candidate believes the purpose of school is student learning and is committed to educating all students.
2. The administrator candidate values and is committed to life-long learning for self and others.
3. The administrator candidate believes there are a variety of ways in which teachers can teach and students can learn.
4. The administrator candidate is committed to establishing a safe and supportive learning environment.
5. The administrator candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.
6. The administrator candidate is committed to ethical principles in decision-making.
7. The administrator candidate believes the school is an integral part of the larger community and is committed to collaborating with families and community members.
8. The administrator candidate believes in involving stakeholders in order to work toward common goals.
9. The administrator candidate values and is committed to timely communication to inform the community and public.
10. The administrator candidate recognizes and addresses the feelings, needs, and concerns of others.
11. The administrator candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.
12. The administrator candidate welcomes responses from others and actively works to form partnerships with parents.
13. The administrator candidate believes that risks must be taken to improve schools.
14. The administrator candidate believes and is committed to continual school improvement.
15. The administrator candidate is committed to motivating others to enhance professional and organizational growth.

Policy on Nursing Ethics and Professional Competence

The University of Phoenix Policy on Nursing Ethics and Professional Competence is defined as compliance with the following nursing guidelines:

University of Phoenix Professional Nursing Responsibilities. American Nurses Association Code for Nurses.

The policy sets forth expectations and regulations for professional and ethical conduct by students enrolled in College of Nursing programs. The policy states that all forms of unethical behavior or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal process to the College of Nursing.

Expectations for conduct and the standards are discussed in the beginning classes for College of Nursing programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

The University of Phoenix Policy on Counseling Ethics Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Science in Counseling students who enroll in the University. The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a Counseling Ethics Committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

Students determined to be in violation of ethics standards may be sanctioned, which may include expulsion from the University.

STUDENT GRIEVANCES AND DISPUTE RESOLUTION

The University of Phoenix (UOPX) has established specific processes for students to submit grievances for violations or misapplication of a current policy, procedure, or established practice. Except as otherwise provided, students should first attempt to informally resolve their concerns with the department representative(s) involved or a supervisor as set forth in Step One below. If the issue cannot be resolved through informal means, the student may file a formal grievance in writing with Resolution Services for an impartial evaluation.

Grievances related to academic policies, including but not limited to, Grades, Grade Disputes and Corrections, Academically-Related Appeals, Student Code of Conduct, and Supplemental or Professional Standards, must first adhere to those procedures before filing a formal grievance with Resolution Services.

Issues related to student financial aid eligibility will be addressed as described in the Consumer Information Guide (CIG.) Resolution Services role is to ensure CIG policies are followed.

Grievances relating to financial aid processing and account balances should be reviewed by the appropriate University department representative and supervisor before being submitted to Resolution Services. When such a grievance is received by Resolution Services, an independent review of the student's financial aid file will take place.

Student grievances and appeals not addressed in policy can be submitted in writing to Resolution Services, who will determine the appropriate course of action. Resolution Services will maintain a record of formal grievances.

Any grievance alleging harassment or discrimination will be addressed under the University's Equal Opportunity, Harassment and Nondiscrimination Policy.

This policy is intended to address disputes between a student and the University and create a framework by which a student and the University can resolve disputes. The University strongly recommends using the resources identified in Steps One, Two and Three to resolve disputes. None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

Step One: Internal Resolution

Students should first attempt to resolve any dispute or issue by contacting the following individuals/departments, and using the process set forth in the corresponding section(s) of the Academic Catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the Academic Catalog to gain a more complete understanding of the processes associated with reporting and resolving disputes.

- Allegations of sex discrimination, sexual harassment, or other forms of discrimination: Title IX Coordinator, Resolution Services. See Equal Opportunity Harassment and Nondiscrimination Policy for applicable definitions and procedures.
- Student Code of Conduct Violations: Director of Student Conduct, Resolution Services. See Student Code of Conduct for applicable definitions and procedures.
- General Student Grievances: Director of Student Grievances, Resolution Services.

- Student Grievances relating to financial aid, account balances, or collections: Student Financial Services.
- Academic Policy: Student Appeals Center, Resolution Services.
- Grade Disputes: College Dean or designee. See Grade Dispute Policy

Step Two: Mediation

If a dispute is not resolved as a result of Step One, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association (AAA) for the purpose of having a neutral mediator appointed in accordance with AAA's mediation rules.

The mediator shall schedule the mediation as expeditiously as possible. All parties will have the opportunity to attend and participate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all mediations, any resulting resolution must be mutually agreed to by the parties, which shall constitute a final and binding resolution of the matter.

Step Three: Binding Arbitration

If a dispute is not resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

- The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association ("AAA"). Except as provided in this Agreement, the arbitration shall be held in accordance with the then current Consumer Arbitration Rules of the AAA ("AAA Rules"). The AAA Rules are available by navigating to the "Rules and Procedures" section of www.adr.org, or by requesting a hard copy from the University Legal Services, currently at 4035 S. Riverpoint Parkway, Phoenix, Arizona 85040.

- In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, and present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.
- Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.
- The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.
- The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties.

A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.

Complaints to the Bureau for Private Postsecondary Education

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).

Student Loans and Financial Aid

If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If you have received federal student financial aid funds, you are entitled to a refund of moneys not paid from federal student financial aid program funds. Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and

Responsibilities Statement, <http://www.direct.ed.gov/pubs/dlrights.pdf>, attached to the Master Promissory Note (MPN).

Student Address Changes

Students are **required** to immediately notify the University any time they change their current address. Students can provide this notification by updating their current address in the Contact Information section of their profile on the student website (<http://my.phoenix.edu>).

If you are a student enrolled in any of the following programs that prepare for licensure or certification, you will also need to contact your University Advisor if your current address changes to another state or jurisdiction:

Bachelor of Science in Education/Elementary Education (BSED/E)
Bachelor of Science in Education/Early Childhood Education (BSED/ECH)
Bachelor of Science in Liberal Studies (BSLS)
Master of Arts in Education/Elementary Teacher Education (MAED/TED-E)
Master of Arts in Education/Secondary Teacher Education (MAED/TED-S)
Master of Arts in Education/Special Education (MAED/SPE)
Master of Arts in Education/Administration and Supervision (MAED/ADM)
Alternative Pathway/Elementary Education (CERT/AP-E)
Alternative Pathway/Secondary Education (CERT/AP-S)
Alternative Pathway/Special Education (CERT/AP-SE)
Bachelor of Science in Nursing/LPN/LVN to BSN (P/VN/BSN)
Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP)
Master of Science in Nursing/Family Nurse Practitioner (California) (MSN/FNP-CA)
Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM)
Master of Science in Nursing Concentration in Nurse Education (MSN/NED)
Master of Science in Nursing Concentration in Informatics (MSN/INF)
Doctor of Nursing Practice (DNP)
Post Master's Certificate in Nurse Administration (CERT/NAD)
Post Master's Certificate in Nurse Education (CERT/NED)
Post Master's Certificate/Family Nurse Practitioner (FNP)
Bachelor of Science in Nursing (BSN)
Bachelor of Science in Nursing (Competency Based) (BSN-CB)
Bachelor of Science in Social Work (BSSW)
Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH)
Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT)
Master of Science in Counseling School Counseling (MSC/SC)

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ACADEMIC POLICIES

Academic Advisement

All students will have an Academic Counselor to support them in their educational journey from the start of their first class until after graduation. Academic Counselors work with students holistically on needs that exist both inside and outside of the classroom. Academic Counselors collaborate with students on the development of their individualized academic plans, assist with educational milestones, and maintain the commitment to earn a degree. Academic Counselors also educate students regarding the requirements of their academic program, ensure that students have the information they need to make informed decisions about their career goals, and provide coaching to support students in overcoming any obstacles that may arise on their path to graduation.

Additional services available on the student website include transfer credit summaries, official grades, program GPA, the ability to request transcripts, and access to a variety of career resources. All students are notified of their official transfer of credits at the time of official evaluation and may review their official transcript evaluation, which includes evaluation of course waivers for core courses in the student's degree program. Progress toward degree completion can be reviewed at any time on their student website.

Registration

Applicants to the University must enter into the most current program of study available in their state or jurisdiction and modality. Students must sign an Enrollment Agreement for the program of study which they intend to pursue. The student's Enrollment Agreement defines the student's curriculum and program requirements. The executed Enrollment Agreement will be effective for one year from the date signed. A signed Enrollment Agreement must be on file before students are allowed to start class.

A Social Security number (SSN) is required to be recorded on a student's education record if the student has or will receive US Federal Title IV funding, US Federal Veterans Affairs funding, and/or US educational tax credit/T-1098. Students who have not or will not be receiving these types of funding will need to complete the Social Security Number Override Verification form if the student prefers to have the SSN omitted from their education record. Should the University be made aware that US Federal Title IV funding, US Federal Veterans Affairs funding, and/or US educational tax credit/T-1098 has or will be disbursed to a student, the student's SSN will be added to their education record by the Registrar's Office. If this occurs, the student will be notified by the Registrar's Office that the SSN Override has been administratively rescinded.

Official Evaluation

The Office of Admission and Evaluation (or designees) reviews applicants' required admission documents to render an official evaluation decision.

A signed Enrollment Agreement must be on file prior to completing the official evaluation, and must be signed within 90 days of the Admission Application or Program Change Addendum. Upon completion of the evaluation, the student will be placed in the 'OF' Evaluation Status and will receive official communication of the decision.

Admission Statuses

University of Phoenix (UOPX) recognizes the following admission statuses for degree and credit-bearing certificate seeking students:

Applicant: (RR)

Applicants qualify for Applicant (RR) status after account creation while completing the application for admission. Students in RR admission status are being evaluated for admission to the University. Students on RR admission status may attend up to four UOPX courses upon signing the Enrollment Agreement and payment of the application fee (if applicable).

Orientation Pending: (OP)

Applicants to designated undergraduate programs requiring the University Orientation Workshop, who list less than 24 previous college credits as recognized by the University on the admissions application, will be placed in Orientation Pending (OP) admission status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admission status must satisfactorily complete the University Orientation Workshop.

Admitted with Condition: (AC)

Admitted with Condition (AC) status is applicable for a University sponsored risk-free period for designated programs. Applicants will be eligible for this status if they meet the following criteria:

- Have not previously been admitted as a regular student to the University
- Have not previously attended a credit-bearing course with the University

Students will be placed in AC status after all admission documents have been received, the admission file has been reviewed, and the minimum admission requirements for the chosen program have been met. As a condition of admission, students on AC status must meet class attendance requirements in the fourth week of their first course (or after) and have all transfer credits evaluated prior to being unconditionally admitted.

En-route Credential: (EC)

Students who are pursuing an en-route credential on the way to earning a higher-level degree program will be placed in En-route Credential (EC) admission status for the lower level program being earned en-route. A student's admissibility as a regular student will be enforced and maintained under the degree program associated with the student's Enrollment Agreement.

Admitted: (AM)

Applicants will be granted unconditional admission and placed in Admitted (AM) status after all admission documents have been received, the admission file has been reviewed, and all admission requirements and conditions for the chosen program have been met.

Deferred: (DF)

Applicants will be placed in Deferred (DF) admission status if documents or information required for admission (AM) are missing from the file. Applicants will remain on DF status until the required documentation or information is received. Applicants in DF status cannot attend class and will be administratively withdrawn from the University until the status is resolved.

Provisional: (PV)

Students in designated master's degree programs who meet all admission requirements except the minimum GPA requirement for their program may be admitted in Provisional (PV) status. Students admitted in PV status must achieve a GPA of 3.0 in their UOPX coursework by the end of the fourth completed program applicable course. Students with a GPA below 3.0 at the end of the fourth completed program-applicable course will be disqualified for admission (DA) and will remain in PV admission status. Concurrent enrollment is prohibited in this status.

Effective for Enrollment Agreements signed 7/1/2020 or later: Students admitted in PV status will not be placed on Academic Probation (AP) status within the first four program-applicable courses completed at the University. If students do not achieve a GPA of 3.0 by the end of their fourth course, when they return from Disqualified for Admission (DA) status they will also be placed on AP status.

The following criteria will apply to courses completed as part of the PV requirement:

- Non-credit-bearing coursework will not be counted.
- Students may repeat courses. Repeated courses, designated with a repeat (R) code on the transcript will count toward the four course PV requirement.

Applicant International Credentials: (RI)

Applicants will be placed in Applicant International Credentials (RI) status if the applicant is applying to UOPX using copies of international credentials. Applicants will not be granted unconditional admission using copies of international credentials until verification or an original international academic record is received. Students in RI admission status may attend up to four UOPX courses.

Non-Degree: (ND)

Applicants interested in taking coursework at the University, but not interested in pursuing a degree or credit-bearing certificate, may register as non-degree students and be placed in Non-Degree (ND) status.

Denied for Cause: (DC)

Applicants who have violated a University policy or procedure or who have committed some other act which, if he or she were already a student would pose a risk to the University or would subject him or her to sanctions for violating the Student Code of Conduct, will be placed in Denied for Cause (DC) status and will be administratively withdrawn from the University.

Denied: (DN)

Applicants will be placed in Denied Admission (DN) status and will be administratively withdrawn from the University if the minimum requirements for admission to a program are not met.

Admission Deadline Exceeded: (DE)

Students who are unable to attain AM status by the completion of their fourth course will be placed in Admission Deadline Exceeded (DE) status and administratively withdrawn from the University.

Re-entry Required (RE)

Students who were previously placed in one of the following admission statuses for a program, but who have not posted positive attendance in a course for the time designated by the Academic Program Re-entry policy, will be placed in Re-entry Required (RE) admission status: AM, PV, IV, OP, or AC. Students placed in RE status may return to their academic program if they meet the criteria outlined in the Academic Program Re-entry policy and their specific program policy.

Prior Learning Assessment

Prior Learning Assessment Eligibility Guidelines

University of Phoenix (UOPX) offers Prior Learning Assessment (PLA) as an option by which officially evaluated students can earn assessed credits toward degree completion requirements.

All prior learning must have academic equivalence to college-level learning to be awarded credit.

- All coursework, professional training, and experiential learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the post-secondary level as defined by the University's acceptable transfer activity policy.
- Credit is granted for demonstrated knowledge, not for experience alone. Learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

Students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential journals upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in experiential journals conforming to the writing standards required of all students enrolled at UOPX.

Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activities, the UOPX required course of study, or topics from other submissions for credit.

UOPX integrates best practices and frequently consults and reviews standards from industry leaders such as the Council for Adult Experiential Learning (CAEL) and the American Council on Education (ACE) when assessing prior learning.

UOPX recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University's PLA department.

Courses which have been transcribed for academic college-level credit by a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

UOPX or Apollo Education Group noncredit courses and certificates resulting in Continuing Education Units (CEUs), Professional Development Units (PDUs), or Contact Hours cannot be submitted to the University's internal PLA department for assessment.

PLA may apply toward both the lower division and upper division credit requirements of the University's undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student's residence. PLA may also apply toward graduate level requirements upon the assessment and review of the activity by the appropriate college in which the associated graduate-level program or courses reside.

Students may not rewrite an experiential journal more than once. Students may submit a completed experiential journal up to 90 days after a journal topic has been removed or modified from the Approved Journal Topic List.

The University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

Prior Learning Assessment Credit Assessment

Credit is awarded based on clock hours or academic content equivalence as determined by Prior Learning Assessment (PLA) evaluators, one of the University's colleges, or the Provost's Office. All applicable coursework and training determined to be post-secondary content using a clock-hour conversion will be evaluated for PLA credit using the following clock hour-to-credit ratio:

- 15 in-person classroom instruction clock hours = 1 semester credit
- 30 laboratory/clinical clock hours = 1 semester credit
- 30 self-paced study clock hours = 1 semester credit

If an item submitted for professional training review is determined by the PLA evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential journals will be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Journal Topics List.

With an approved journal, the student will be awarded the credit as indicated in the journal submission documentation. Incomplete or unsatisfactory journals will not be awarded credit. No partial credit will be awarded for journals.

Experiential journals will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

Assessed credits will appear on the student's University of Phoenix transcript after they are awarded.

Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered.

A student enrolled in an associate degree program may earn a maximum of 15 credits for experiential journals and a student enrolled in a bachelor's degree program may earn a maximum of 30 credits for experiential journals.

Corporate Agreement - Credit Recommendation Guide

The University creates corporate agreements with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations are created in the format of a Credit Recommendation Guide (CRG).

CRGs define transferability, applicability, and individual credit recommendations of corporations' professional training/seminars (assessed as comparable to college-level learning) to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs, as content may change over time.

Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in PLA Credit Assessment. A list of corporations with which University of Phoenix has established corporate agreements can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html.

Prior Learning Assessment Fees

There are no fees associated with the services rendered or awarding of credit through Prior Learning Assessment.

Standardized Credit Recommendations

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution's discretion.

Credit awards are applied toward UOPX Degrees. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Student Academic Standing

The University recognizes the following student academic statuses for degree and certificate seeking students:

Regular (RG)

student is compliant with applicable academic standing and progression program requirements.

Disqualified for Admission (DA)

results when provisionally-admitted students fail to achieve the minimum-required GPA at the end of the Provisional Admission (PV) period. The date of disqualification is determined by the course end date of the final course completed within the PV period. Students placed on DA status:

- will be administratively withdrawn from the University and are not eligible to reapply until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have completed the disqualification period.
- upon returning are required to retake or replace the program applicable course(s) that have the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Academic Disqualification (AD)

results when students on Academic Probation (AP) fail to achieve the minimum-required GPA at the end of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the AP sequence. The University will note the date a student is placed on and removed from AD on the permanent transcript

Students placed on AD status:

- will be administratively withdrawn from the University and are not eligible to return until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.

- upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)

results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the program GPA based on attempted credits. The University will note the date a student is placed on and removed from SD on the permanent transcript.

Students placed in SD status:

- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by University policy.
- may not transfer to another program (including concentration, emphasis, specialization, or major) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

results when a student is suspended for a designated period or indefinitely from the University. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed in SS status will not be allowed to continue in their program or transfer to another program (including concentration, emphasis, specialization, or major) until the designated period for the suspension has ended and/or the student's status has been updated.

Expulsion (EX)

results when a student is administratively withdrawn from the University and not permitted to return under any circumstance. The date of expulsion is noted on the official transcript.

Program Academic Standing

The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG) - Student is in compliance with applicable academic standing and progression program requirements.

Academic Probation (AP) - Students will be placed on AP status when their program grade point average (GPA) falls below the minimum GPA required in their program. Students on AP status are restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence. Concurrent enrollment is prohibited in this status.

Scholastic Probation (SP) - Students in competency-based education (CBE) programs will be placed on Scholastic Probation (SP) program academic status if a NM grade is earned in a course. If a student repeats a course due to receiving a NM grade and receives a grade of NM on the second attempt, the student will be scholastically suspended, permanently withdrawn, from the program. Students who have been placed on SP status:

- must retake the course to be repeated at the earliest available scheduling opportunity.

Note: The earliest available scheduling opportunity is the soonest feasible opportunity for the student to take the repeat course, without requiring the student to drop a course in which attendance has been met. Retake course scheduling opportunities are ranked in preferred order below:

- If the student is going to earn a NM grade because they have failed the final attempt at a competency during the course (i.e. before the course end date), the repeat course should be scheduled in place of a course in the next scheduled block, before the start date for that block of courses.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, and the student has not yet posted attendance in all of the courses in that block, the retake should be scheduled in place of another course in that block in which the student has not yet posted attendance.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, the student may add the retake to the current scheduled block of courses, if adding it will not result in more than four concurrent courses on the schedule.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, the student has posted attendance in all of the courses in that block, and it is either not permissible (due to the number of courses on the schedule) or not conducive to academic success to add the course to the current scheduled block of courses, the student can defer the retake until the next scheduled block of courses.
- may not transfer to another program or major without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Additional SP status requirements apply for students in the BSN-CB program; those requirements are documented in the BSN-CB program policy.

Students enrolling into an associate or bachelor's degree program (excluding nursing programs) who do not have positive recorded attendance in a UOPX course prior to 7/1/2019, and who have not completed more than three previous cumulative GPA (CGPA) applicable UOPX courses that started on or after 7/1/2019, will not be placed on AP within the first four CGPA applicable courses completed at the University. Upon completion of the fourth course, students who are below their minimum required program GPA will be placed on AP status and restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program.

UOPX courses completed with W, W/F, P, AU, QC, NC, or WC grades will not count towards the four course AP sequence.

Courses for which Academic Forgiveness has been used will count toward the four course AP sequence.

Students must fulfil the requirements of each status on their record (i.e., admission, program academic, and student academic), regardless of what combination of statuses have been applied (e.g., a student may be on PV admission status and AP program academic status concurrently and must fulfil the requirements of each status.)

Students who add or change their program or version will have their Program Academic status evaluated at the time of official evaluation into the new program or version based on the applicability of previously completed UOPX coursework.

Course Status

The University recognizes the following course statuses:

AW (Administrative Withdrawal)

Student has been withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

AU (Audit)

Student has received appropriate approvals to observe the course and will not receive a letter grade.

CO (Completed)

Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade. For competency-based education (CBE) courses, the student has met the attendance requirement and has received a MA, ME, or NM grade.

DR (Dropped)

Student was in a SC or EN course status and has requested to be removed from the course. The student has not met the minimum attendance requirements in the course. Students enrolled in a CBE program may drop courses for which attendance requirements have been met if they are requesting to drop all of their concurrently enrolled courses.

EN (Enrolled)

Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements. For CBE students, the student has met the course attendance requirement, and continues to meet the academic engagement requirement.

OB (Obsolete)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

SC (Scheduled)

Student has been scheduled for a course and no class attendance has been posted.

TA (Insufficient Attendance)

Student has been automatically removed from the course due to not meeting minimum class attendance requirements and/or the CBE academic engagement requirement.

WI (Withdrawn for Admissions)

Student has not been officially evaluated or student has been removed from Admitted (AM) status after completing five courses.

WO (Waived with Credit)

The Office of Admissions and Evaluation or the Registrar's Office has processed a waiver.

WP (Withdrawn for Prerequisite)

Student has failed to meet the course or program prerequisite requirement.

WV (Exemption)

Course has been waived without credit.

Candidacy Statuses

Level 1 Candidate Status: Level 1 candidate status is determined at the time of admission and is based on the admission requirements for the desired program. Not all programs have a candidate status requirement.

- 1S: Level 1 Candidate Status Satisfied: Applicant has met admission requirements and has been admitted.
- 1N: Level 1 Candidate Status Not Satisfied: Applicant has not met admission requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 candidate status. Applicants in a 1N candidate status are restricted from taking courses and are administratively withdrawn from the University until admission requirements are met.

Level 2 Candidate Status: Level 2 candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.

- 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate with a status of 2N will be administratively withdrawn from the University and restricted from attending any future courses until the requirements are met.

Enrollment Status

The University recognizes the following enrollment statuses:

Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for their program is at least 6 credits for an academic year, the student is meeting course attendance and-for Competency Based Education (CBE) programs--academic engagement requirements, and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.

Enrollment Status	Code	Definition
Active Less Than Half Time	L	The student's required academic workload for their program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is meeting course attendance and (for CBE programs) academic engagement requirements and student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and IX grades are excluded from the 14 day out of attendance calculation.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official, or administrative.
Academic Complete	C	Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University Registrar's Office officially conferred the degree.
Graduated	G	The student has completed all program requirements and degree is conferred.
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in their program.

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the most recent activity.

Student Falsification of Information

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

Exceptions to Academic Policy - Student Appeals Center

Requests for exceptions to academic policy must be submitted in writing to the Student Appeals Center (SAC). Exceptions may be granted based upon academic rationale and the student's individual circumstances. Students must provide the reason(s) why an exception should be granted, refer to each specific policy being appealed, and provide all relevant supporting documentation. The SAC determines the eligibility of the request and whether it will go forward.

If a student's initial SAC appeal is denied, that decision may be reviewed by a SAC 2nd Level Committee if the student provides new information not previously considered.

SAC decisions are ineligible for appeal through any other entity within University of Phoenix (UOPX).

Grading Procedures

Course grades can be viewed on the student website (<http://my.phoenix.edu>) on the Academic Plan tab. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Official Transcript under the Quick Links listing. Faculty members are required to post final grades within seven days of completion of the course. The University has established the following grading guidelines to be complied with by all faculty.

Grade Definitions

Student grades represent the work and knowledge level attained within the regularly scheduled course dates. Only the faculty member assigned to teach a specific course is authorized to issue grades to the students in the course. Final grades may only be changed by the faculty member after the grades have been submitted if an approved formal grade dispute is on file or if the faculty member determines the original grade was improperly calculated.

Effective 9/1/2007, the University of Phoenix (UOPX) has established the following grading guidelines with which all faculty must comply:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.67
A-	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .67
B-	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		

Competency-Based Education (CBE) Grades:

Grade	Quality Points
MA	= 4.00
ME	= 3.00
NM	= .00

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete

IP = In Progress

IX = In Progress extension

W = Withdrawal

W/F = Withdrawal failing

P = Passing

AU = Audit

QC = No grade awarded

NC = No credit

WC = Waived with credit

The minimum passing grade for a University course is D-; however, some University programs and courses require higher minimum grades. Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points, as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high levels of originality and creativity.

B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.

C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.

D = Minimally acceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.

F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

I = INCOMPLETE. Student is granted extension to complete assignments. A student who receives an Incomplete is given up to five weeks, at the discretion of the faculty, beginning five days after the scheduled course completion date, to complete the course requirements and receive a grade.

Each assignment submitted during the Incomplete extension period will receive a 20% deduction, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an Incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an Incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of deducting 20% per assignment submitted during the Incomplete extension period shall be waived for deployed students.

IP = IN PROGRESS. An IP grade may be awarded in the following instances:

- IP grade can only be awarded in qualified courses by the instructor. The IP grade allows the student additional time to complete requirements. IP grades will default to a QC or an F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe. Faculty are not required to subtract one letter grade for IP grade awards.

IX = IN PROGRESS EXTENSION. An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who are approved for reasonable accommodations under the Americans with Disabilities Act (ADA) or Title IX.
- For ADA: A new IX course completion date for ADA accommodations must be determined by the Disability Services Advisor. The Registrar's Office will work with the Disability Services Advisor to determine the IX course completion date for ADA accommodations.

- For Title IX: A new IX course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Coordinator to determine the IX course completion date for Title IX accommodations.
- Students who are approved for reasonable accommodations will not have their grades penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.

QC = No grade awarded. A QC is awarded in the following instances:

- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

W = WITHDRAWAL Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the University. A "W" grade will be issued in the following scenarios:

- The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.

WF = WITHDRAWAL/FAILING Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one week of a course and reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

UOPX required course, waived with credit.

CBE Grade Definitions:

MA = MASTERED. A grade of MA is given for performance of demonstrated competency that exceeds course expectations as defined for course competencies. A grade of MA is equivalent to an A in traditional grading formats. Students must achieve a grade of MA for all required competency assessments to be issued a grade of MA for a course and be awarded credits.

ME = MET. A grade of ME is given for performance of demonstrated competency that meets course expectations as defined for course competencies. A grade of ME is equivalent to a B in traditional grading formats. Students must achieve a minimum grade of ME on all competency assessments to be issued a grade of ME for the course and be awarded credits.

NM = NOT MET. A grade of NM is given for performance that does not demonstrate the minimum competency level expectations for a course. A grade of NM is issued when all attempts at any one competency have been exhausted without a passing grade, or students do not achieve a grade of ME - or higher - for all competencies in a course by the end course date.

W = WITHDRAWAL. Student has recorded positive class attendance, and withdrew from the course due to any of the following scenarios:

- Student failed to meet the academic engagement requirement for their program (exceeded 14 consecutive days without an academically-related activity in any CBE course in their program)
- Student has been administratively withdrawn from the University and/or program during the course.

I = INCOMPLETE. Student granted extension to complete assignments. A student who receives an incomplete is given five (5) weeks, from the scheduled course completion date to complete the course requirements and receive a grade. An incomplete may be requested as of the start of week 15, up through the Friday before the course end date, provided that the student is meeting the following criteria:

- Has met the course attendance requirement and is meeting the academic engagement requirement.
- Has successfully completed and received a grade of ME - or higher - on the majority (e.g., two out of three assessments) of the required competency assessments in a course.

To ensure optimal focus on completing assessments, students are not permitted to pursue more than five courses concurrently, whether those are courses with I grade extensions or courses the student is currently enrolled in. Students who receive approval for more than one I grade in their current block of courses will be required to drop the requisite number of courses from their next scheduled start date to ensure that they are not pursuing more than five courses concurrently (e.g., a student approved for two I grades, who has four courses scheduled in their next block, will be required to drop at least one of those four courses).

Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension.

IX = IN PROGRESS EXTENSION. An IX grade may be awarded in the following instances:

This grade is only awarded to eligible students who are approved for reasonable accommodations under American Disabilities Act (ADA) or Title IX. An IX may be granted provided that the student is meeting the following criteria:

For ADA: A new IX course completion date for ADA accommodations must be determined by the Disability Services Advisor. The Registrar's Office will work with the Disability Services Advisor to determine the IX course completion date for ADA accommodations.

For Title IX: A new IX course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Coordinator to determine the IX course completion date for Title IX accommodations.

Students who are approved for reasonable accommodations will not be penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX.

IX grade will default to a NM when the course exceeds its expiration date and no grade has been submitted.

The faculty evaluator issues grades for CBE competencies and courses. Only grades earned for a CBE course are listed on student transcripts. Grades for individual CBE competency assessments are not listed. Students have a maximum of 16 weeks to complete all competency assessments within a CBE course.

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree or certificate program. Program GPA is the sum of the student's UOPX program-specific quality points divided by the sum of the student's UOPX program attempted credits.

UOPX cumulative GPA is a calculation of all completed UOPX courses. Cumulative GPA is the sum of the student's UOPX quality points divided by the sum of all the student's UOPX attempted credits.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.67
A-	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .67
B-	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		

Program applicable coursework that may not apply toward the program in terms of credit but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the program GPA.

Students wanting to improve their GPA may repeat a previously completed course, or complete an equivalent. The initial course will be removed from the GPA calculations, and the most recent course will be applied and calculated regardless of the grade earned. Additionally, the credits earned for the initial course will no longer apply to the student's record. Academic Standing and Scholastic Disqualification policies will need to be referenced within each program for additional guidelines or limitations.

Academic Forgiveness

- University of Phoenix (UOPX) provides the following academic forgiveness options for students.
 - Course Repeat:** Students wanting to improve their GPA may repeat a previously completed course or complete an equivalent. The initial course will be removed from the GPA calculation, and the most recent course will be applied and calculated regardless of the grade earned. Additionally, the credits earned for the initial course will no longer apply to the student's record. Refer to Academic Standing and Scholastic Disqualification policies within each program for additional guidelines or limitations.
 - Academic Reprieve:** To allow for a student's program GPA to recover from lower grades earned due to extenuating life circumstances, students enrolled in an undergraduate degree program, who have completed at least four GPA-applicable UOPX courses, may request to have two course grades removed from calculating into their program GPA for the duration of their undergraduate studies at UOPX. Students enrolled in a graduate degree program, who have completed at least four GPA-applicable UOPX courses, and who are not on Provisional Admission (PV) status, may request to have one course removed from calculating into their program GPA for the duration of their graduate studies at UOPX. Doctoral and certificate programs are not eligible for Academic Reprieve.
 - Courses removed from the program GPA through Academic Reprieve will continue to apply to the cumulative GPA.
 - Required course of study courses in which students earned a non-passing grade, and any course that earns a non-passing grade as a result of a student code of conduct sanction, are not eligible for Academic Reprieve. Additionally, courses that have a minimum grade requirement are not eligible for Academic Reprieve; this may include capstone, practicum, clinical, internship, field placement, and student teaching courses.
 - Students who request Academic Reprieve for a course that received a passing grade will continue to receive credit for the course after the grade has been removed from the program GPA calculation.

- Students using Academic Reprieve for a general education or elective course that received a non-passing grade will have the grade removed from their program GPA, but will be required to satisfy the applicable requirement through another UOPX course or an acceptable transfer activity.
- All courses and their associated grades, for which grades are removed from the program GPA calculation as part of the University's Academic Forgiveness policy, will continue to appear on the student's official transcript.
- Students are not eligible to apply Academic Reprieve to a program after the degree has been conferred.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at <http://my.phoenix.edu>. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Official transcripts can be released, for a \$15 fee, when a student is in compliance with their payment option. If there is a financial hold on a student's record and they meet one of the scenarios below, they can contact the Admissions and Records Service Center at 800.866.3919 to determine if they meet the criteria for a transcript release exception:

- Student has graduated from a previous University of Phoenix program on record and previously satisfied their financial obligations for that program
- Student has filed for bankruptcy and has provided University of Phoenix with a copy of the bankruptcy petition filed in the courts
- Student is a current California resident

Students can order their official transcript on their student portal or on the National Student Clearinghouse site at <https://www.studentclearinghouse.org/students/>. Students near Phoenix, Arizona can pre-order and pick up (by appointment only) their transcript with a photo ID by calling the Admissions and Records Service Center at 800.866.3919 during regular business hours (8:00AM - 5:00PM, MST).

The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, disc or electronic imaging system.

Record Retention

The University maintains students' transcripts, transcript keys and transfer credit information permanently pursuant to its records retention policies. For information on retention periods for other types of student records, please contact the Registrar's Office.

Grade Disputes and Corrections

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or the faculty member determines the original grade was improperly calculated.
- Requests or disputes related to grades must be resolved by the faculty member in accordance with academic policies. The faculty member's decision is final, unless the dispute alleges discrimination or harassment.
 - Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
 - Disputes challenging a grade that also allege discrimination or harassment by the faculty member are addressed according to the Equal Opportunity, Harassment, and Nondiscrimination policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the relevant director of academic affairs, or designee, who may mediate a resolution between the student and faculty member. The decision regarding whether to change the grade rests solely with the faculty member when adhering to academic policies.
- Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.
- Decisions for grade disputes must be rendered prior to credential conferral.

Add or Change Program or Modality

Students changing their program or adding an additional program must enter into the most current program available in their state or jurisdiction.

Students making a permanent change from one modality to another (e.g., online to local campus, or local campus to online) are required to sign a new Enrollment Agreement specific to the new modality.

The following policies apply to students enrolled in a competency-based education (CBE) program who opt to change into a non-CBE program.

- Students cannot change programs while active in a CBE course.
- Students enrolled in a CBE program are not eligible to dual-enroll in any other program.

Students may not change to a CBE program from any other program (including another CBE program).

Credential Conferral

The Registrar's Office will confer a student's degree or certificate upon the completion of all academic program requirements. Following credential conferral, the University will issue one physical diploma or certificate to the student, and one digital copy of the diploma or certificate (which can be authenticated on the University's website), with the approved name, address, and email address indicated by the student on their student website. If a diploma name is not provided on the student website, the certificate or diploma will be issued with the official name recorded in the student information system.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied. Degree and certificate conferral dates cannot precede the date the program was approved and became available in the student's state or jurisdiction.

Once a credential has been conferred, modifications cannot be made to a student's official academic record (e.g., students taking coursework to improve their program GPA).

Degree Posting

Degrees are conferred and posted to students' academic record with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit bearing and non-credit bearing requirements have been met, and all credit has been posted to the academic record. The student's individual program completion date is recorded on the academic record and transcript, indicating that the final academic requirements for the degree were completed on that date.

Diplomas are printed bearing the last day of the month in which all degree requirements were completed for all students who have completed the degree requirements.

Students who are not eligible for degree conferral are notified by their Academic Representative of their degree deficiencies.

Rescinding Academic Credentials

Situations may arise where it becomes necessary for University of Phoenix (UOPX) to rescind a previously conferred academic credential (degree or certificate).

UOPX reserves the right to rescind academic credentials under the authority and direction of the University Provost and Registrar.

An academic credential may be rescinded if it is discovered that a student had not fulfilled all of the credit-bearing and/or non-credit-bearing requirements. Other scenarios in which a credential may be rescinded include, but are not limited to, student, faculty, and administrator errors; student code of conduct violations; plagiarism; dishonesty; fraud; misrepresentation; or misconduct by students staff, faculty and administrators.

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

The University may present posthumous degrees for deceased students who were enrolled, posted positive attendance in a University degree program, were in good academic standing, and had not been administratively withdrawn in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student, or to the executor of the estate with official written authorization.

Graduation with Honors

Bachelor's degree students who complete their degree program with a program GPA of 3.85 or higher will graduate with honors. The "Graduated with Honors" designation will appear on the University diploma and permanent transcript.

Participation in Commencement Ceremony

Commencement ceremonies are held at several locations across the country.

Degree seeking students who meet the eligibility requirements may participate in any University of Phoenix (UOPX) commencement ceremony. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student website.

Students who have met all of the requirements and completed a degree program with (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet the requirements as outlined below.

- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University
- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
 - Associate: - Successful completion of all but 6 credits
 - Bachelor's and master's: - Successful completion of all but 9 credits
 - Doctoral: - Successful completion of all credit and non-credit bearing degree requirements, including an approved dissertation or applied project, and signature page signed by the Dean.

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted.

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed an academic credential. Academic standards must be met in order for an academic credential to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

All bachelor's degree students who have met the University Honors requirements, by the commencement ceremony date, and have met all other eligibility criteria, will be recognized at commencement ceremonies with the University honor cord. Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the "Graduated with Honors" designation on the University diploma and permanent transcript. Academic standards must be met in order for a "Graduated with Honors" degree to be awarded. Students may fail to meet the University Honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Program Completion Deadlines

The following program completion deadlines outline the timeframes allotted to students to complete all requirements for their selected program version

Program	Years for Completion
Certificate	within 5 years
Associate of Arts	within 5 years
Associate of Arts (Credit Recognition)	within 2 years
Bachelors	within 8 years
Masters	within 5 years
Doctoral except for PHD/IO & EdS	within 8 years
PHD/IO	within 9 years
EdS	within 3 years

Students who are enrolled in more than one program at a time, wherein all of the courses required for one of the programs are scheduled and completed under the other program (e.g., all of the courses for a certificate program on the student's record are scheduled and completed under a bachelor's degree program on the record), will only have a program completion deadline for the program that the courses are scheduled under, and will be held to that deadline for both programs.

Program completion deadlines are calculated based on the course start date for the first credit-bearing course in which a student is scheduled and posts positive recorded class attendance after their enrollment agreement sign date for their program.

Students who are actively attending their final program-applicable course (i.e., meeting attendance requirements for the course) at the time their program completion deadline expires and complete all program requirements during the final course, will still be considered to have completed their program within the completion deadline.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student's program completion deadline.

Students who change their program and/or version will have a new program completion deadline calculated based on the course start date for the first credit-bearing course in which they were scheduled and post positive recorded attendance under their new program and/or version after the student signature date on the most recent enrollment agreement on file.

- Students who post positive class attendance, change their program, and then revert back to their prior program version, will be held to their original program completion deadline for that program version.

Disclaimer on Job Placement

The purpose of degree and certificate programs offered by the University of Phoenix is to educationally-prepare the student for gainful employment in recognized occupations related to the field of study by providing a quality education that integrates theory with practical application. The University offers other educational products that are developed to help a student develop skills or learn other content that can help the student in their current occupation or assist in extending the nature and range of careers available. Also, the University makes available career services, including information about possible salaries and projected job growth, that can help the student investigate and prepare for the employment marketplace. However, the employment outcome for an individual will vary based on multiple factors, including, but not limited to, prior work experience, geographic location, and other factors specific to the individual. Accordingly, University of Phoenix cannot and does not guarantee job placement, career advancement, continued employment, or salary level.

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered non-degree students and will be enrolled under the Non-Degree (ND) admission status. Non-degree students are subject to all institutional policies, except those that indicate that they are specific to degree-seeking or certificate-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency. Non-Degree courses are divided into the following categories:

- General education or elective for-credit courses that are not currently part of a required course of study for a degree or certificate program.
- Courses that are part of a required course of study for a degree or certificate program.
- For-credit courses that are part of an extension offering for a college or non-credit-bearing courses that are part of a Continuing Education offering.

- Students may not have any Continuing Education for Educators (COLEXT-ED) coursework apply to any program requirements (including general education, interdisciplinary, elective, or required course of study requirements) unless that coursework was completed prior to the Enrollment Agreement sign date for a degree or certificate program.

Enrollment of international students into non-degree courses in any of the three categories will only be made as permitted by US law. University of Phoenix (UOPX) will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For the purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

UOPX does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, non-degree students must meet the following academic preparedness requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results, or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement.
- Students who reside in the US must meet one of the following requirements:
 - Be a legal resident of the US
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Students must list TPS as the visa type on the enrollment paperwork.
 - Have been granted asylum or refugee status
 - Have a valid F1 Visa

- Students who reside in Canada must meet one of the following requirements for admission:

- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies

- Must meet state immunization and Health Insurance Requirements
- Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). If the prerequisites were satisfied with UOPX coursework a transcript would not be required. To satisfy a prerequisite the course must meet the following criteria:
 - have been completed at a college or university with approved institutional accreditation, or is a candidate for accreditation.
 - have been completed with a grade of "C" or better, or comparable passing benchmark
 - be comparable in content and must be an equivalent level or higher level course

- Must not have been expelled from UOPX or other institutions.

Non-degree students who wish to complete graduate level courses that are part of the required course of study for a degree or certificate program must provide proof of completion of an undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students may complete an unlimited number courses; however, non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program. Non-degree students who are admitted into a degree program will need to meet the following credit residency requirements:

- 18 credits toward a graduate degree required course of study completed after admission into the degree program.
- 30 credits toward an undergraduate degree required course of study completed after admission into the degree program.

Except for courses in the College of Nursing, non-degree students will not be held to minimum grade requirements applicable to students in a certificate or degree program. They will receive credit for a course as long as they do not receive a failing grade. However, if they later choose to enroll in a certificate or degree program with the University, those students would be held to the higher minimum grade requirements for those courses in order to receive credit for them in the program.

Some for-credit courses have additional academic preparedness requirements for non-degree students.

Additional academic preparedness requirements by course:

College of Business and Information Technology: Concurrent Enrollment Program Courses

Students enrolled in an approved BSM Pathway Agreement Institution Concurrent Enrollment Program (CEP) or BSIT Pathway Agreement Institution CEP may be scheduled for non-degree courses as outlined on the BSM Pathway Agreement Transfer Pathway Guides or the BSIT Pathway Agreement Transfer Pathway Guides.

College of Health Professions Individual Concurrent Enrollment Program Courses

Students enrolled in an approved BSHM Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the BSHM Pathway Agreement Transfer Pathway Guides.

College of Social and Behavioral Sciences Individual Counseling Non-Degree Courses

- Non-degree students with a graduate degree in counseling or related field (e.g. Psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.
- Non-degree students who are not alumni of a UOPX counseling program are not eligible to complete Internship and practicum coursework and no appeals will be accepted.

College of Nursing Individual Nursing Non-Degree Courses

Students enrolled in an approved RN-BSN Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Pathway Agreement Transfer Pathway Guides.

RN-BSN Pathway Agreement CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn. RN-BSN Pathway Agreement CEP students who have been scholastically disqualified will not be allowed to continue until they have taken the following steps: (E6)

- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the Academic Progression Student Agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

In addition to any course prerequisites required for non-degree students enrolling in nursing courses, students must provide documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:

- Guam
- American Samoa
- Northern Mariana Islands
- US Virgin Islands
- Puerto Rico

Non-degree students enrolling in master's level nursing courses must provide documentation of an undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students enrolling in doctoral level nursing courses must provide documentation of a master's degree or higher in nursing (MSN or MN) from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

College of Doctoral Studies Individual Doctoral Non-Degree Courses

Non-degree students enrolling in doctoral courses must provide proof of completion of a graduate degree from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an internship and the supervised student teaching component and teaching performance assessments.
- The California Early Completion Option consists of credit-bearing, non-degree coursework. Candidates are not completing a University of Phoenix (UOPX) certificate or degree.
- The California Early Completion Option requires:
 - Completion of the following coursework (120 pre-service hours):

MAED/TED 07CA

Multiple Subject: MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA

Single Subject: MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA

MAED/TED 08 CA and MAED/TED 9CA

Multiple Subject: MTE 511; ELM 533; ELL 500; MTE 512; RDG 556; ELM 532

Single Subject: MTE 511; SEC 533; ELL 500; MTE 512; RDG 558; SEC 532

- Upon successful completion of required Early Completion Option (ECO) coursework and completion of additional requirements as outlined in the ECO checklist, students are eligible to apply for the intern credential.
- Early Completion Option students enrolled in this option must validate a full-time student teaching experience (minimum 15 weeks) as the teacher of record.
 - Students must successfully complete 15 weeks of supervised student teaching experience. Candidates will be assigned a faculty supervisor by the University throughout the program and their student teaching experience.
 - Students will be assigned a mentor at the school site for the duration of their district contract.
 - Students must earn a B or better in each of the student teaching seminars. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in each of the student teaching seminars will not earn quality points, as the grade is considered a failing grade.
 - Students have only one opportunity to successfully complete the student teaching experience.
- Early Completion Option students who have completed coursework but have not met their Institutional Recommendation (IR) requirements within the contracted school year, may not be eligible to maintain their internship credential.
- Early Completion Option students must pass the Teacher Performance Assessment (edTPA) on their first attempt and within one year of being issued the intern credential. Students who do not pass the edTPA on their first attempt must transition to the CA internship option in the MAED/TED CA programs.

Late Assignments

Individual course assignments will be accepted up to four days after the assignment due date, with a maximum 10% deduction for lateness. This includes final week individual assignments, which may be submitted up to four days after the course end date. Course participation requirements must be met within the designated course week.

Competency-based education (CBE) competency assessments will be accepted up to two days after the course end date without a deduction.

Academic Recognition

University of Phoenix (UOPX) recognizes exceptional academic performance by students in a degree program on a semi-annual basis through placement on the Dean's List for their college, or on the University President's List.

To be eligible for recognition through placement on their college Dean's List, associate, bachelor's, and master's degree program students must meet the following criteria for courses completed during the six months prior to each semi-annual Dean's List publication.

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA toward an associate, bachelor's, or master's degree program.
- Have no courses on the student record with I, IX, IP, F, or NM grades (students will be eligible if I, IX, or IP grades are subsequently changed to an acceptable grade).
- Achieve a qualifying GPA for UOPX courses completed during the six-month eligibility period without the use of Academic Reprieve or course repeats to achieve the qualifying GPA:
 - Associate and bachelor's programs: 3.50 - 3.99
 - Master's programs: 3.70 - 3.99

To be eligible for recognition through placement on the University President's List, associate, bachelor's, master's, and doctoral students must meet the following criteria for courses completed during the six months prior to each semi-annual President's List publication:

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA toward an associate, bachelor's, or master's degree program, or at least nine UOPX semester hour credits that are applicable to the program GPA toward a doctoral program.
- Have no courses on the student record with I, IX, IP, F, or NM grades (students will be eligible if I, IX, or IP grades are subsequently changed to an acceptable grade), or that have been removed from calculating into the program GPA through course repeats or Academic Reprieve.
- Achieve a qualifying GPA of 4.0 for UOPX courses completed during the six-month eligibility period without the use of Academic Reprieve or course repeats to achieve the qualifying GPA.

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ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment- Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University's effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students' educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University's focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

The University of Phoenix curriculum and its design are grounded in philosophical and theoretical frameworks that guide best practice in andragogy. Academic leadership of programs capture in-demand skills through collaboration with faculty, programmatic industry councils, and accreditation requirements. Resulting from this work, curriculum is mapped to student learning outcomes and skills, learning activities and assessments are designed, and continuous improvement processes are implemented.

Assessment of Student Learning

For University of Phoenix, the purpose of outcomes-based assessment of student learning is to generate information to the faculty, program, college and school, and University about the efficacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program, and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic, and institutional learning outcomes underscored by the University's mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the Plan, Do, Check, Act model of continuous improvement. By utilizing this model to guide assessment processes, the colleges design programs with clear measurable outcomes aligned to specific job skills based on employment data and scaffolds learning so students have sufficient opportunities to demonstrate the outcomes; systematically gather evidence of student learning through data analytics and qualitative feedback; analyze and interpret assessment learning results using insights from faculty; and use

assessment findings to improve student learning.

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University's academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students' Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students' educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University's assessment system and reflected within the University Program Life Cycle (UPL).

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, administrative and support services, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

Academic Alumni Questionnaire

Graduates are invited to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their academic experience according to the stated learning outcomes, the effectiveness of the University's teaching/learning model in helping them achieve their career goals. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers in program evaluation. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower-and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which students' educational needs and expectations are being met during the enrollment process, throughout their course work, when they graduate, and in their continuing professional development as alumni.

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member annually. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.

UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

Whether you are a recent graduate or a long-time University of Phoenix alumni, you are automatically a part of the Alumni Association.

To gain access to your lifetime benefits, visit the alumni website at phoenix.edu/alumni. Connect with other alumni for professional networking, and start exploring the benefits available to you:

Career Resources

Graduates receive lifetime access to our full suite of alumni career resources, including career support through PhoenixLink™ and our Career Services for Life™ commitment. PhoenixLink™ is a career portal for alumni to have access to resumé building tools, schedule career coaching appointments, and view career planning and development resources. For more information, visit phoenix.edu/alumni/career-resources.

Alumni Services

- **PhoenixLink™ Network** – Join our exclusive career network, where you can connect with like-minded individuals in your professional field or based on your interests. Reach out to your peers one-on-one to get help from other alumni or be a mentor to others. Find out more at phoenix.edu/alumni/join-network/phoenixlink.
- **Benefits & Discounts** – Access exclusive benefits and discounts at over 900 merchants tailored to you, based on your interests. To start saving on your favorite brands, visit uopxdiscounts.perkspot.com. You can find even more alumni benefits, including special offers on tuition pricing and professional development courses at phoenix.edu/alumni/benefits-discounts.
- **Alumni Chapters** – There are currently 50 Alumni Chapters throughout the country. Join a chapter to network with local alumni, attend social events, and give back to the community. To find a chapter closest to you, visit phoenix.edu/alumni/join-network/chapters.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through LinkedIn®, Facebook®, Twitter® and Instagram® online communities.
- **Homecoming** - The Alumni Association hosts Homecoming festivities across the country every year. Visit with old friends and make new connections. Other local networking and career events are held throughout the year. Visit phoenix.edu/alumni for upcoming events near you.
- **Share Your Story** - Tell us how you worked hard, overcame obstacles, earned your degree, and enhanced your career or started a business. Submit your story at phoenix.edu/alumni/tell-us-your-story.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit phoenix.igrad.com/landing/uopx-alumni-landing.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University's Alumni Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence found through the student portal.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/students/transcripts to order one.

Additional Information

Visit us on the Web at phoenix.edu/alumni
E-mail address: alumni@phoenix.edu
[linkedin.com/school/university-of-phoenix](https://www.linkedin.com/school/university-of-phoenix)
[facebook.com/uopxalumni](https://www.facebook.com/uopxalumni)
[instagram.com/uopxalumni](https://www.instagram.com/uopxalumni)
twitter.com/uopxalumn

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UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

Potential students applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a military university or college (Community College of the Air Force and US service academies) with approved institutional accreditation. If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance. Applications of individuals who have not gained admission to, or enrolled in the University, will be kept on file for one year. After that time, the applicant is required to submit a new application and materials for admission review.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits

All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States (US) to meet admission requirements may enroll in University of Phoenix (UOPX) courses prior to official admission only if they meet all the following requirements:

- If residing in the US, have an appropriate immigrant or nonimmigrant status that does not prohibit educational studies;
- Graduate applicants must have a pre-evaluation completed by the Office of Admissions and Evaluation indicating that the applicant has the appropriate academic background to meet admission requirements;
- Must satisfy all other program-specific admission requirements. Applicants who have earned an undergraduate degree, or other transfer credit, from an institution outside of the US, but who have earned a master's degree from a college or university with approved institutional accreditation are eligible to enroll with the University at the graduate level. All program-specific admission requirements must have been satisfied by the master's degree.

Undergraduate applicants relying on educational credentials from an institution outside of the US may enroll in UOPX courses upon the completion of their Admission Application and Enrollment Agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the US, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation. These are used to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes, previous academic credentials earned outside of the US must meet the University's verification standards prior to rendering an official admission or transfer credit decision. Verification of previous academic credentials earned outside of the US can be satisfied by one the following methods:

- Receipt and verification of official academic credentials issued directly to UOPX by the applicant's previous institution;
- Receipt and verification of official academic credentials held in possession of the applicant as the official record of academic studies conducted in the applicant's specific country;
- Receipt and verification of official correspondence issued directly to UOPX by the applicant's previous institution indicating that copies of academic credentials and/or level study is valid;
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admissions and Evaluation.

For applicants with academic records from colleges or universities earned outside of the US with approved institutional accreditation, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the US are considered comparable to US secondary completion credentials and do not need to be validated unless required by the applicant's state or jurisdiction.

Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies are included with each program's admission requirements.

If documents are issued to UOPX in a language other than English, the applicant will be required to obtain an official translation and submit it to UOPX. Translations must be completed and verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate, or by the Office of Admissions and Evaluation at UOPX if translation services are provided for that specific language.

The University is authorized under federal law to enroll nonimmigrant applicants. UOPX only issues Forms I-20/A-B to border commuters and approved doctoral applicants during their residency in the US. Form I-20/A-B is required by applicants who need to obtain F-1 (Student) visas to attend school in the US. The University is only authorized to issue the I-20 for applicants who will attend specific campus locations and programs recorded with the Department of Homeland Security.

Admission of international applicants will only be made as permitted by US law. UOPX will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For purposes of this policy an international applicant is defined as a non-US citizen or an applicant with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

All academic credentials sent to UOPX will become the possession of UOPX and will not be returned to applicants unless prior approval was granted by the Office of Admission and Evaluation.

F-1 Visas

The University provides support for the F-1 visas needed by foreign students by issuing the I-20 if requirements are met and sponsoring the student as long as they are attending their specific academic program for the duration of their F-1 visa. Students are responsible for their visa applications and all associated fees to be paid by the student directly to the Student Exchange and Visitor's Program (SEVP).

Admission Deadlines

University of Phoenix (UOPX) cannot guarantee that students who begin coursework will be admitted to their degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth UOPX course. Students

who are unable to be admitted by the completion of their fourth UOPX course will be administratively withdrawn from the University and placed in Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix (UOPX).

- No appeals will be accepted for students expelled from UOPX.
- Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Students who fail to disclose all prior colleges and universities attended on their Admission Application may be charged under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- **Nevada:** Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement. *This Nevada requirement does not apply to College of Education programs.*
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
 - or-
 - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
 - or-
 - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
 - or-

- Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.
- or-
- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- or-
- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- or-
- Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
- or-
- Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.

- Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A completed and signed undergraduate application
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

* Programs administered under the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Residency Requirements and Course Waivers for Bachelor Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Life Experience Journals credit is not eligible to waive courses in the required course of study.

- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Residency Requirements and Course Waivers for Associate Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs in addition to the AACR.

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Life Experience Journals credit is not eligible to waive courses in the required course of study.

University Orientation Workshop

Applicants to designated undergraduate programs requiring the University Orientation Workshop for admission who list less than 24 previous college credits as recognized by the University on the admissions application are required to successfully complete the three week University Orientation Workshop (UNIV 100 for online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course.

The following define the University Orientation Workshop statuses:

- **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.
- **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation Workshop requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation Workshop. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.

- **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the GPA.

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

Risk Free Period Policy

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in week four or after of their first course, at which point the trial period ends.

Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Academic Progression Requirements

Phoenix Success Series (Pathway A and Pathway B Programs)

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition which will contribute to fulfillment of the General Education requirements.

- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series (PSS) categories which will contribute to fulfillment of the General Education requirements.

Phoenix Success Series content area requirements	Credits	PSS Course Selection
Psychology	3	PSY 110
College level writing & College level research/ writing	6	ENG 110 ENG 210
Economics	3	FP 100
Critical thinking	3	HUM 115

Phoenix Success Series Preferred Sequence and Prerequisites

GEN 201	3 credits
Foundations for University Success	
PSY 110 ~	3 credits
Psychology of Learning	
ENG 110 ~	3 credits
English Composition I	
HUM 115 ~	3 credits
Critical Thinking in Everyday Life	
FP 100 ~	3 credits
Everyday Economics and Finances	
ENG 210 ~	3 credits
English Composition II	

- Concurrent enrollment is prohibited during any of the PSS courses.
- The PSS must be completed within the first six courses upon enrollment and prior to beginning the required course of study. The PSS contributes to fulfillment of General Education and Elective requirements.

First-Year Sequence (A Track and B Track Programs)

- Applicants disclosing 24 or more previous college credits on the Admissions Application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with University of Phoenix (UOPX), and are not required to enroll in the First-Year Sequence (FYS).
- Applicants disclosing fewer than 24 previous college credits on the Admissions Application, enrolling in designated undergraduate programs, are required to complete the FYS.
 - Prior Learning Assessment (PLA) and credits earned through National Testing Programs are not included as previous college credits when determining placement in the FYS.
- FYS students must satisfy all seven required courses from the FYS prior to enrolling in any other program applicable course.

Preferred Sequence

GEN 195	3 credits
Foundations of University Studies	
COM 170 ~	3 credits
Elements of University Composition and Communication I	
COM 172 ~	3 credits
Elements of University Composition and Communication II	
HUM 114 ~	3 credits
Critical Thinking and Creative Problem Solving	
PSY 211 ~	3 credits
Essentials of Psychology	
SCI 163 ~	3 credits
Elements of Health and Wellness	
FP 120 ~	3 credits
Essentials of Personal Finance	

- SOC 110 is an optional course that may be taken prior to the completion of the FYS. Students choosing to take SOC 110 may take the course any time after GEN 195.
- With the exception of GEN 195, FP 120, and HUM 114, FYS course requirements may be satisfied by any of the following means:
 - UOPX coursework,
 - Regionally or nationally accredited transfer coursework (C- or higher grade),
 - National Testing Programs
 - ACE evaluated Military credits
- Transfer activity used to satisfy a FYS course must be comparable in content to the UOPX course it is replacing, must be at least 2.67 credits, and must be equivalent level or higher.
- Concurrent enrollment is prohibited during any of the courses in the FYS.

University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.

Students have the following options to fulfill proficiency:

- Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
- Comparable approved institutional accredited transfer coursework, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
 - Grade of C- or better (or academic equivalent)
 - At least 2 semester credits
 - Eligible to receive general education credits
- National College Credit Recommendation Service (NCCRS) credit recommendations
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
- Demonstrate competency by meeting the minimum passing score on a UOPX approved placement exam.

Students who satisfy the English and/or math proficiency and sign a new Enrollment Agreement may carry forward the completed proficiency into their new program/version provided they have remained in continuous attendance according to the University's Academic Program Re-entry policy.

Math Pathways

College deans determine the appropriate baseline math courses necessary for student success. The designated Math Pathway(s) will be outlined within each program's policies. The University offers the following Math Pathways:

- Mathematics for Elementary Educators
- Quantitative Reasoning
- Statistics
- College Algebra
- Calculus

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of General Education in ensuring student success in the classroom, the workplace, and the community. The General Education curriculum, which is developed through the College of General Studies, provides instruction that focuses on Liberal Arts, Humanities, Science, and Mathematics.

Undergraduate General Education requirements emphasize exposure to and exploration of topics in a variety of General Education categories. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and navigate social, technological, scientific, and cultural change.

General Education Student Learning Outcomes

- In addition to the knowledge and skills related to the University Learning Goals, graduating students should attain certain knowledge, skills, and abilities within the various General Education categories. Therefore, students should be able to demonstrate the following learning outcomes by the time they complete their General Education requirements:
- Students will apply effective communication skills in a variety of contexts.
- Students will utilize quantitative reasoning skills for a variety of purposes.
- Students will utilize scientific thinking and inquiry skills for a variety of purposes.
- Students will apply critical and creative thinking skills in a variety of contexts.
- Students will apply intercultural and interpersonal awareness in a variety of contexts.

General Education Categories

The curriculum within the General Education catalog is comprised of traditional categories. The required number of credits in each category varies by program and may be found within the program specific requirements. The General Education categories and curriculum ensure that students are exposed to content essential to a baccalaureate experience. Categories within General Education curriculum are as follows:

Communication Arts, credit requirements vary by program.

Course work in Communication Arts focuses on the development and application of writing, speaking, collaboration, and interpersonal communication skills.

English/Language Arts, credit requirements vary by program.

Course work in English/Language Arts focuses on the development and application of writing, speaking, collaboration, and interpersonal communication skills.

Mathematics, credit requirements vary by program.

Course work in Mathematics develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

Social Sciences, credit requirements vary by program.

Course work in Social Sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Social Studies, credit requirements vary by program.

Course work in Social Studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Humanities, credit requirements vary by program.

Course work in Humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Fine Arts, credit requirements vary by program.

Course work in Fine Arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Science/Technology, credit requirements vary by program.

Course work in Science/Technology provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the Science/Technology requirement. Certain courses in geography or aerospace studies that emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses that focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance culture. Course work in the area of technology that satisfies General Education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses that focus primarily on the social and environmental conflicts that arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

Liberal Arts, credit requirements vary by program.

Students will pursue additional breadth in the Liberal Arts by selecting courses from any of the categories listed above.

Interdisciplinary, credit requirements vary by program.

To fulfill this requirement, students may select additional General Education courses, or any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the categories listed and to facilitate their exposure to a field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add breadth to their academic and professional knowledge base.

Program Length

Associate Programs

The established "normal time" to complete a program is as follows: Education - 90 to 104 weeks, General Studies - 90 to 104 weeks, Health Professions - 90 to 106 weeks, Social and Behavioral Sciences - 90 to 114 weeks, Business and Information Technology - 90 to 106 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs

The established "normal time" to complete a program is as follows: Education - 206 to 222 weeks, General Studies - 204 to 206 weeks, Health Professions - 200 to 204 weeks, Nursing - 155 to 215 weeks, Nursing (Competency Based) - 48 weeks, Social and Behavioral Sciences - 200 to 225 weeks, Business and Information Technology - 200 to 204 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, social work, criminal justice and security, and public administration. The College provides innovative, relevant, and student-focused educational programs designed to prepare students for opportunities of service and leadership in the fields of social and behavioral sciences. These programs are developed and taught by highly skilled practitioners in their respective fields who emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Through individual and collaborative work in theory and practice, students can acquire the knowledge and skills needed for today's work environment.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Criminal Justice Administration is to equip adult learners with a fundamental understanding of the essential components comprising the American criminal justice system. Students will learn basic management, administrative and financial skills relative to criminal justice agencies. The program also strives to familiarize students with current trends, research techniques, and problem-solving methods in the discipline. This program is designed to bridge the gap between theory and practical application through core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply administrative practices within the criminal justice system.
- Apply professional dispositions and ethical conduct in criminal justice administration.
- Analyze procedures within criminal justice programs and public policies.
- Integrate research and theories in criminal justice administration.
- Evaluate innovative strategies for serving diverse populations within the criminal justice system.

Preferred Sequence and Prerequisites for the BSCJA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJA 316 ~	3 credits
Survey of Criminal Justice	
CJA 326 ~	3 credits
Ethics in Criminal Justice	
CJA 336 ~	3 credits
Diversity in Criminal Justice	
CJA 346 ~	3 credits
Theories of Criminology and Victimology	
CJA 356 ~	3 credits
Organizational Behavior and Management	
CJA 376 ~	3 credits
Interagency Communication	
CJA 386 ~	3 credits
Research Statistics	
CJA 416 ~	3 credits
Budget, Finance, and Planning	
CJA 426 ~	3 credits
Grant Writing and Funding	
CJA 436 ~	3 credits
Mental Health Services and Crisis Intervention	
CJA 446 ~	3 credits
Criminal Justice Policy Analysis and Program Evaluation	
CJA 456 ~	3 credits
Contemporary Issues and Futures in Criminal Justice	
CJA 476 ~	3 credits
Criminal Justice Problem-Solving Methods	
CJA 486 ~	3 credits
Administration Capstone	

The University reserves the right to modify the required course of study.

The Bachelor of Science in Criminal Justice degree program does not satisfy the requirements of the Minnesota Police Officer Standards and Training Board. Students will not qualify to be a police officer nor sit for the licensing exam in Minnesota upon successful completion of this program. The University's security and criminal justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a security and criminal justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

The University's security and criminal justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a security and criminal justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

General Information for the BSCJA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSCJA

All applicants are expected to meet the following admissions requirements:

- Signed Acknowledgement Form

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 42 credits
 - Electives - 42 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as:
Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- The capstone course (CJA 486) may not be taken concurrently with any other BSCJA required course of study courses.

Residency Requirements and Course Waivers for the BSCJA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 9 credits from their required course of study.

The following course in the required course of study may not be waived: CJA 486

General Education Requirements for the BSCJA

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences
Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking
Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN/201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use elective credits to waive the balance. Students must use elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Re-entry for the BSCJA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Industrial-Organizational Psychology

The following Bachelor of Science in Industrial-Organizational Psychology (BSIOP) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Industrial and Organizational Psychology is to prepare students to support healthy organizational cultures and to address organizational issues by applying psychological principles to personnel, administration, management, sales and marketing functions within an industrial and organizational setting. This program provides a foundation in Psychological theories and methodologies used by industrial organizational psychology practitioners, social, cognitive and motivational processes and ethics.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply psychological concepts to address employee and consumer related problems in industry.
- Students will examine psychological research related to organizational environments and evaluate strategies for managing complex organizational problems.
- Students will analyze government and industry regulations and demonstrate ethical decision-making and within an organizational context.
- Students will apply assessment tools to analyze organizational cultures and human assets.
- Students will evaluate effective leadership approaches and communication styles to advance differing organizational goals.

Program Purpose

The Bachelor of Science in Industrial-Organizational Psychology provides a foundation in psychology and its relevance and application to industry and organizational settings. This program does not lead to professional certification or licensure as a psychologist, counselor or other mental health practitioner.

Preferred Sequence and Prerequisites for the BSIOP - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSY 203 ~ <i>pre-requisite applies to Pathway B only</i>	3 credits
Foundations of Psychology	
PSY 205 ~ <i>pre-requisite applies to Pathway B only</i>	3 credits
Life Span Human Development	
PSY 245 ~	3 credits
Survey of Research and Statistics	
LDR 300 ~ <i>pre-requisite applies to Pathway B only</i>	3 credits
Innovative Leadership	
PSY 355 ~	3 credits
Motivational Processes in Human Psychology	
PSY 315 ~	3 credits
Statistical Reasoning in Psychology	
PSY 400 ~	3 credits
Social Psychology	
PSY 420 ~	3 credits
Theories of Behavior	
PSY 435 ~	3 credits
Industrial/Organizational Psychology	
IOP 455 ~	3 credits
Professional Ethics	
PSY 450 ~	3 credits
Diversity and Cultural Factors in Psychology	
IOP 460 ~	3 credits
Organizational Cultures	
IOP 470 ~	3 credits
Group Dynamics	
IOP 480 ~	3 credits
Assessment Tools for Organizations	
IOP 490 ~	3 credits
Capstone Project	

The University reserves the right to modify the required course of study.

General Information for the BSIOP

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.

- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSIOP

All applicants are expected to meet the following admissions requirements:

- Signed Hardware/Software Agreement

Degree Requirements for the BSIOP

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 57 credits
 - Required Course of Study - 45 credits
 - Required Program Electives (must include 9 upper division credits) - 18 credits
- A minimum of 45 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Industrial Organizational Psychology

General Education Requirements for the BSIOP

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 9 credits

Interdisciplinary Component, 18 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

Academic Progression Requirements for the BSIOP

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIOP

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of 24 credits from their required course of study.
- The 18 Required Program Elective credits can be completed in a combination of the following areas Business, Communication, Culture, Diversity, Economics, Global Perspectives, Human Resource, Information Systems, Journalism, Leadership, Management, Marketing, and Media and must include 9 upper division credits. The 18 Required Program Elective credits may be satisfied by any of the following means:
 - UOPX coursework.
 - Transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date
- The following course(s) may not be waived: IOP 490

Re-Entry for BSIOP

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.

- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

**Bachelor of Science in Applied Psychology/
Concentration in Media and Technology**

The following Bachelor of Science in Applied Psychology/Concentration in Media and Technology (BSAP/MT) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Applied Psychology Program is to prepare students use psychology applications in contemporary life and employment settings such as business and industry, government, education, military and community agencies. This program provides a foundation in developmental, social, cognitive, and behavioral psychology with a concentration in the interactions and impacts of media and technology on humans.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply psychological theories and concepts when creating solutions to complex technology mediated human problems.
- Students will analyze existing behavioral research in designing solutions to complex human challenges associated with technology mediated social engagement and learning.
- Students will apply ethical standards to address, social media, cultural, and learning problems.

- Students will analyze complex human challenges associated with learning environmental, technology mediated social engagement and learning.
- Students will apply psychological principles and practices that advance social and technological communications.

Program Purpose

The Bachelor of Science in Applied Psychology provides a contemporary perspective on the applications of psychology to mediated communication, relationships and learning, and the roles technology plays in human interactions. This program does not lead to professional certification or licensure as a psychologist, counselor or other mental health practitioner.

Preferred Sequence and Prerequisites for the BSAP/MT -

Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSY 203 ~ *pre-requisite applies to Pathway B only*3 credits

Foundations of Psychology

PSY 205 ~ *pre-requisite applies to Pathway B only*3 credits

Life Span Human Development

IT 200 ~ *pre-requisite applies to Pathway B only*3 credits

Digital Skills for the 21st Century

PSY 245 ~3 credits

Survey of Research and Statistics

PSY 390 ~3 credits

Learning and Cognition

PSY 315 ~3 credits

Statistical Reasoning in Psychology

PSY 340 ~3 credits

Biological Foundations in Psychology

PSY 405 ~3 credits

Theories of Personality

APMT 315 ~3 credits

Technology and Society

PSY 400 ~3 credits

Social Psychology

PSY 420 ~3 credits

Theories of Behavior

APMT 430 ~3 credits

Social Media and Human Interaction

APMT 440 ~3 credits

Influence of Media on Behavior

APMT 460 ~3 credits

Cyber Communications

APMT 470 ~3 credits

Digital Learning

The University reserves the right to modify the required course of study.

General Information for the BSAP/MT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.

- ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSAP/MT

All applicants are expected to meet the following admissions requirements:

- Signed Hardware/Software Agreement

Degree Requirements for the BSAP/MT

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 57 credits
 - Required Course of Study - 45 credits
 - Required Program Electives (must include 9 upper division credits) - 18 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- Concentrations or emphases are reflected on the transcript only and will not appear on the diploma.

The diploma awarded for this program will read as:

Bachelor of Science in Applied Psychology

General Education Requirements for the BSAP/MT

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 9 credits

Interdisciplinary Component, 18 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

Academic Progression Requirements for the BSAP/MT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSAP/MT

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of 24 credits from their required course of study.
- The 18 Required Program Elective credits can be completed in a combination of the following areas Business, Communication, Culture, Diversity, Economics, Global Perspectives, Human Resource, Information Systems, Journalism, Leadership, Management, Marketing, and Media and must include 9 upper division credits. The 18 Required Program Elective credits may be satisfied by any of the following means:
 - UOPX coursework.

- Transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.

Re-Entry for BSAP/MT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

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COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Consistent with the values, mission, and purpose of the University of Phoenix, the College of Business and Information Technology mission is to provide innovative, industry-relevant, and accessible higher education that prepares learners to be competent, responsible and ethical practitioners and leaders for career success. Our goal is to make a difference in the lives of our students and their organizations. Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology will be a preferred source for finding and developing emerging leaders for organizations through the delivery of real-time education solutions that are relevant and immediately applicable to solving business challenges. The College of Business and Information Technology adheres to values that are consistent with the University's values of Brave, Honest, and Focused. We believe that every staff and faculty member should have a commitment to learning, intellectual diversity, embracing innovation and improving society. We should empower excellence while acting with integrity, and treating others as we would like to be treated.

The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and abilities to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, communications, diversity and inclusion, economics, finance, business law and ethics, management, marketing, organizational behavior, business analytics, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through a business capstone course.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate decision-making skills to address business needs.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.
- Students will analyze logistics involved in global business operations.

BSB Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 221 ~ 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 312 ~ 3 credits
Organizational Behavior for Managers
MGT 316 ~ 3 credits
Managing with a Global Mindset

Accounting, 6 total credits

ACC 290 ~ 3 credits
Principles of Accounting I
ACC 291 ~ 3 credits
Principles of Accounting II

Diversity and Inclusion, 3 total credits

LDR 320 ~ 3 credits
Inclusive Leadership: Diversity in the Workplace

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ 3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ 3 credits
Principles of Microeconomics
ECO 372 ~ 3 credits
Principles of Macroeconomics

Finance, 3 total credits

FIN 370 ~ 3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~ 3 credits
Marketing

Business Statistics, 3 total credits

QNT 375 ~ 3 credits
Business Data Analytics

Business Capstone, 3 total credits

BUS 475 ~ 3 credits
Integrated Business Topics
The University reserves the right to modify the required course of study.

General Information for the BSB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSB

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
 - Associate of Arts with a Concentration in Business Fundamentals
 - Business Analytics Certificate
 - Financial Planning Certificate
 - Human Resource Management Certificate
 - Leadership and Management Certificate
 - General Management Certificate
 - Marketing Certificate
 - Operations Management Certificate
 - Project Management Certificate
 - Small Business Management and Entrepreneurship Certificate
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
 - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 42 credits
 - Electives - 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSB for Students Obtaining an Associates En-Route Credential

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSB

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 12 credits from their required course of study.

The following course(s) may not be waived: BUS 475

Business Master's Pathway for the BSB

Bachelor of Science in Business students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~	3 credits
Managing in a Changing Environment	
ORG 535 ~	3 credits
People and Organizations	
LDR 535 ~	3 credits
Leading Change	

MM Pathway Courses

MGT 526 ~	3 credits
Managing in a Changing Environment	
ENT 527 ~	3 credits
Opportunity Assessment and Innovation	
LDR 535 ~	3 credits
Leading Change	

Re-entry for the BSB

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross-functional managers in an organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Upon completion of the program, students will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will evaluate management principles necessary for organizational effectiveness.
- Students will evaluate the effectiveness of processes used to achieve organizational goals.
- Students will integrate key problem-solving strategies in the analysis and recommendation of business decisions.
- Students will analyze interrelationships among distinct functional areas of an organization.

Program Category Requirements, Preferred Sequence and Prerequisites for the BSM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Management, 6 total credits

MGT 3123 credits
Organizational Behavior for Managers
MGT 362~.....3 credits
Change Management and Implementation

Ethics and Social Responsibility, 3 total credits

ETH 321 ~.....3 credits
Ethical and Legal Topics in Business

Leadership, 3 total credits

LDR 300 ~.....3 credits
Innovative Leadership

Operations, 3 total credits

OPS 330 ~3 credits
Strategic Operations and Logistics

Economics, 3 total credits

ECO 372 ~3 credits
Principles of Macroeconomics

Project Management, 3 total credits

PM 350 ~.....3 credits
Organizational Project Management

Finance, 3 total credits

FIN 370 ~3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~.....3 credits
Marketing

Strategy, 3 total credits

MGT 498 ~3 credits
Strategic Management

The University reserves the right to modify the required course of study.

General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSM

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 30 credits
 - Electives - 54 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Management

General Education Requirements for the BSM

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 6 credits from their required course of study.

The elective requirement may be satisfied by any of the following means:

- Any upper and/or lower division UOPX coursework.
- Previously completed UOPX graduate coursework.
- Any upper division, lower division, and/or graduate transfer activity that is acceptable for transfer.

The following course(s) and their equivalents may not be waived: MGT 498

Business Master's Pathway for the BSM

Bachelor of Science in Management students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MM Pathway Courses

MGT 526 ~ 3 credits

Managing in a Changing Environment

ENT 527 ~ 3 credits

Opportunity Assessment and Innovation

LDR 535 ~ 3 credits

Leading Change

MBA Pathway Courses

MGT 526 ~ 3 credits

Managing in a Changing Environment

ORG 535 ~ 3 credits

People and Organizations

LDR 535 ~ 3 credits

Leading Change

Re-entry for the BSM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.

- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) is designed to provide knowledge and skills necessary to an accounting career. Topics include, key accounting and business coursework, financial accounting, managerial accounting, and auditing and taxation. In addition to Generally Accepted Accounting Principles (GAAP), the program also covers the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the general business overview and context necessary for a career in accounting. The program also addresses professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will integrate generally accepted accounting principles throughout the accounting cycle.
- Students will evaluate accounting and financial information to make business decisions.

- Students will integrate ethical, legal, and accounting standards and assumptions into financial practices.
- Students will integrate business practices into accounting and financial operations.

Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 2953 credits
Business Communications

Business Information Systems, 3 total credits

BIS 221 ~3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 312 ~3 credits
Organizational Behavior for Managers
MGT 316 ~3 credits
Managing with a Global Mindset

Diversity and Inclusion, 3 total credits

LDR 320 ~3 credits
Inclusive Leadership: Diversity in the Workplace

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~3 credits
Ethical and Legal Topics in Business

Accounting, 6 total credits

ACC 290 ~3 credits
Principles of Accounting I
ACC 291 ~3 credits
Principles of Accounting II

Economics, 6 total credits

ECO 365 ~3 credits
Principles of Microeconomics
ECO 372 ~3 credits
Principles of Macroeconomics

Business Statistics, 3 total credits

QNT 375 ~3 credits
Business Data Analytics

Finance, 3 total credits

FIN 370 ~3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~3 credits
Marketing

Strategy, 3 total credits

BUS 475 ~3 credits
Integrated Business Topics

Accounting Information Systems, 3 total credits

ACC 316 ~3 credits
QuickBooks

Managerial Accounting, 3 total credits

ACC 326 ~3 credits
Managerial Accounting

Cost Accounting, 3 total credits

ACC 349 ~..... 3 credits
Cost Accounting

Intermediate Accounting, 9 total credits

ACC 421 ~..... 3 credits
Intermediate Financial Accounting I

ACC 422 ~..... 3 credits
Intermediate Financial Accounting II

ACC 423 ~..... 3 credits
Intermediate Financial Accounting III

Taxation, 6 total credits

ACC 455 ~..... 3 credits
Corporate Taxation

ACC 456 ~..... 3 credits
Individual/Estate Taxation

Government and Nonprofit Accounting, 3 total credits

ACC 460 ~..... 3 credits
Government and Non-Profit Accounting

Auditing, 6 total credits

ACC 491 ~..... 3 credits
Contemporary Auditing I

ACC 492 ~..... 3 credits
Contemporary Auditing II

Accounting Research, 3 total credits

ACC 497 ~..... 3 credits
Advanced Topics in Accounting Research

The University reserves the right to modify the required course of study.

General Information for the BSACC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSACC

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of

desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:

- Associate of Arts with a Concentration in Business Fundamentals

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement
- Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 78 credits
 - Electives - 6 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use elective credits to waive the balance. Students must use elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSACC

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSACC

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 30 credits from their required course of study.

The following courses in the Required Course of Study may not be waived: ACC 497, BUS 475

Business Master's Pathway for the BSACC

Bachelor of Science in Accounting students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to two (2) of the following courses (or a direct equivalency) as part of their electives credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~3 credits
Managing in a Changing Environment
ORG 535 ~3 credits
People and Organizations

MM Pathway Courses

MGT 526 ~3 credits
Managing in a Changing Environment
ENT 527 ~3 credits
Opportunity Assessment and Innovation

Re-entry for the BSACC

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Communication prepares students for a variety of professional roles that require effective communication skills across diverse organizations. The program's curriculum, built in close collaboration with industry and academic experts, emphasizes theory and application in the domains of interpersonal, intercultural, organizational, corporate, public relations, mediation, and social media communication.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate theories and best practices to determine communication strategies.
- Develop communication plans for diverse purposes.
- Evaluate strategies for implementing communication plans in a variety of environments.
- Evaluate communication effectiveness for a variety of contexts.

Program Category Requirements, Preferred Sequence, and Prerequisites for the BS/COM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations of Human Communication, 3 total credits

BSCOM 100 3 credits
Introduction to Communication

Logic and Rhetoric, 3 total credits

BSCOM 210 ~ 3 credits
Logic and Rhetoric

Writing, 3 total credits

BSCOM 230 ~ 3 credits
Storytelling

Communication Technology, 3 total credits

BSCOM 250 ~ 3 credits
Communication Technology

Interpersonal Communication, 3 total credits

BSCOM 310 ~ 3 credits
Interpersonal Communication

Mass Communication, 3 total credits

BSCOM 320 ~ 3 credits
Mass Communication and Media

Organizational Communication, 3 total credits

BSCOM 340 ~ 3 credits
Organizational Communication

Journalism, 3 total credits

BSCOM 350 ~ 3 credits
Journalism: Writing for Impact

Social Media Communication, 3 total credits

BSCOM 370 ~ 3 credits
Social Media Communication

Corporate Communication and Public Relations, 3 total credits

BSCOM 380 ~ 3 credits
Corporate Communication and Public Relations

Technical Communication, 3 total credits

BSCOM 400 ~ 3 credits
Technical Communication

Global and Intercultural Communication, 3 total credits

BSCOM 420 ~ 3 credits
Global and Intercultural Communication

Negotiation, Mediation, and Diplomacy, 3 total credits

BSCOM 450 ~ 3 credits
Negotiation, Mediation, and Diplomacy

Communication Capstone, 3 total credits

BSCOM 480 ~ 3 credits
Applied Communication Capstone

General Information for the BS/COM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 36 credits
 - Required Course of Study - 42 credits
 - Electives - 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

*Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits*

*Must include: 6 credits of quantitative reasoning or higher; or 6 credits of
statistics or higher*

Science and Technology, 6 credits

*Must include at least three (3) credits in the physical or biological sciences
Humanities, 6 credits*

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BS/COM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BS/COM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 12 credits from their required course of study.

The following courses in the Required Course of Study may not be waived: BSCOM 480

Business Master's Pathway for the BS/COM

Bachelor of Science in Communication students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their interdisciplinary or electives credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~3 credits

Managing in a Changing Environment

ORG 535 ~3 credits

People and Organizations

LDR 535 ~3 credits

Leading Change

MM Pathway Courses

MGT 526 ~3 credits

Managing in a Changing Environment

ENT 527 ~3 credits

Opportunity Assessment and Innovation

LDR 535 ~3 credits

Leading Change

Re-entry for the BS/COM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.

- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as information technology, networking and cloud infrastructure, data, cybersecurity, programming and other supporting IT principles.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems.
- Students will employ network and data solutions to align with key business requirements and industry best practices to improve organizational IT operations.
- Students will be able to design and develop key database models aligning with business requirements for storage, retrieval and use of data.
- Students will implement cybersecurity solutions that comply with global governance best practices.
- Students will demonstrate an ability to evaluate, design, and implement application programs to meet business processes.

Program Category Requirements for the BSIT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Information Technology, 6 total credits

CIS 207	3 credits
Information Systems Fundamentals	
BSA 385 ~	3 credits
Intro to Software Engineering	

Business Systems and Implementation, 6 total credits

BSA 375 ~	3 credits
Fundamentals of Business Systems Development	
CMGT 410 ~	3 credits
Project Planning and Implementation	

Networking, 6 total credits

CYB 205 ~	3 credits
Infrastructure Administration	
NTC 362 ~	3 credits
Fundamentals of Networking	

Data, 6 total credits

DAT 210 ~	3 credits
Data Programming Languages	
DAT 305 ~	3 credits
Data Structures for Problem Solving	

Cybersecurity, 6 total credits

CYB 100	3 credits
Cyber Domain	
CYB 110 ~	3 credits
Foundations of Security	

Programming, 6 total credits

CYB 130 ~	3 credits
Object-Oriented Scripting Language	
PRG 211 ~	3 credits
Algorithms and Logic for Computer Programming	

Capstone, 3 total credits

BSA 425 ~	3 credits
BSIT Capstone	

Upper Division Information Systems and Technology Electives, 12 total credits

The University reserves the right to modify the required course of study.

General Information for the BSIT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:

- Signed Hardware/Software Agreement
- Students who have previously completed a Associate of Arts or Associate of Science degree from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education (including Phoenix Success Series, College Composition, and Math Pathways), and math and English proficiency requirements without any course content or timeframe restrictions. The transfer coursework will be applied as a block at the time of admission to the program. Students utilizing this policy will need to meet the following conditions:
 - Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy.
 - Complete a minimum of 6 credits of Information Systems and Technology elective coursework.
 - Complete a minimum of 12 credits of upper division Information Systems and Technology elective coursework.
 - Meet all prerequisite or state specific content requirements as outlined in the General Education Requirements and Program Category Requirements and Prerequisites policy sections for their BSIT program.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study - 39 credits
 - Upper Division Information Systems and Technology Electives - 12 credits
 - Electives - 18 credits
 - Information Systems and Technology Electives - 6 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Information Technology

General Education Requirements for the BSIT

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

*Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits*

Must include: 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher; or 6 credits of college algebra or higher

Science & Technology, 3 credits

*Must include at least three (3) credits in the physical or biological sciences
Humanities, 6 credits*

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 12 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- The 6 credit Information Systems and Technology Electives requirement may be satisfied by any of the following means:
- Lower Division or Upper Division IS&T UOPX coursework.
 - Previously completed Lower Division and Upper Division IS&T coursework.
 - Lower Division or Upper Division Certificate approved in the student's state or jurisdiction.
 - Lower Division or Upper Division IS&T transfer activity that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSIT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIT

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of 24 credits from their required course of study.
- The 12 credit Upper Division Information Systems and Technology Electives requirement may be satisfied by any of the following means:
 - Upper Division or Graduate IS&T UOPX coursework.
 - Previously completed Upper Division or Graduate IS&T coursework.
 - Upper Division Certificate approved in the student's state or jurisdiction.
 - Upper Division or Graduate IS&T transfer activity that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date.
- The following course(s) may not be waived: BSA 425

Re-entry for the BSIT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

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COLLEGE OF HEALTH PROFESSIONS

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase. Medical and health service managers employment are projected to grow by 18 percent from 2018 to 2028.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® College of Health Professions will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle tomorrow's challenges.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate a health care organization from a market-based perspective.
- Evaluate financial and economic issues in the health care industry.
- Evaluate the impact of legal and regulatory requirements on the delivery of health care.
- Evaluate the application of risk and quality management concepts in the health care industry.
- Analyze the utilization and application of technology within a health care organization.
- Evaluate management and adaptable leadership skills in the health care industry.

BSHA Foundation Courses

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 120 ~ (*Prerequisite Required for Pathway B Only*) 3 credits
Medical Terminology for Health Care Professionals

HCS 131 ~ 3 credits

Business Communication Skills for Health Care Professionals

HCS 235 ~ 3 credits

Health Care Delivery in the U. S.

HCIS 140 ~ 3 credits

Fundamentals of Electronic Health Records

BSHA Core Courses

HCS 305 ~ 3 credits

Health Care Professional Development

HCS 335 ~ 3 credits

Health Care Ethics and Social Responsibility

HCS 325 ~ 3 credits

Health Care Management

HCS 370 ~ 3 credits

Organizational Behavior

HCS 341 ~ 3 credits

Human Resources in Health Care

HCS 380 ~ 3 credits

Health Care Accounting

HCS 385 ~ 3 credits

Health Care Finance

HCS 490 ~ 3 credits

Health Care Consumer - Trends and Marketing

HCS 457 ~ 3 credits

Public and Community Health

HCS 483 ~ 3 credits

Health Care Information Systems

HCS 451 ~ 3 credits

Health Care Quality Management and Outcomes Analysis

HCS 465 ~ 3 credits

Health Care Research Utilization

HCS 499 ~ 3 credits

Health Care Strategy Capstone

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

The College of Health Professions recommends students select and complete all courses within one elective track.

General Health Administration Elective Track:

HCS 430 ~	3 credits
Legal Issues in Health Care: Regulation and Compliance	
HCS 446 ~	3 credits
Facility Planning	
HCS 455 ~	3 credits
Health Care Policy: The Past and the Future	
HCS 456 ~	3 credits
Risk Management	
HCS 475 ~	3 credits
Leadership and Performance Development	

Health Information Systems Track:

HCIS 410 ~	3 credits
Project Planning and Implementation in Health Care	
BSA 376 ~	3 credits
Systems Analysis and Design	
NTC 361 ~	3 credits
Network and Telecommunications Concepts	
DBM 381 ~	3 credits
Database Concepts	
HCIS 420 ~	3 credits
Information Systems Risk Management in Health Care	

Retail Health Management Track:

RHM 410 ~	3 credits
The Landscape of Health Care in Retail Health Clinics	
RHM 420 ~	3 credits
The Management of Retail Health Clinics	
RHM 430 ~	3 credits
Technology and Digital Health Care in Retail Health Clinics	
RHM 440 ~	3 credits
Regulatory and Compliance in the Retail Health Environment	
RHM 450 ~	3 credits
Retail Health Financial Strategies	

Lifespan Management Track

LSM 404 ~	3 credits
Introduction to Lifespan Management	
LSM 412 ~	3 credits
Management within the Lifespan Industry	
LSM 417 ~	3 credits
Regulations in Lifespan Management	
LSM 423 ~	3 credits
Financial Strategies for Lifespan Management	
LSM 429 ~	3 credits
Lifespan Management Capstone	
The University reserves the right to modify the required course of study as necessary.	

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
 - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 48 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
 - ACE recommended military credit will be calculated as part of the 48 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
 - Successful completion of all the courses outlined in the enrollment agreement for the credential
 - Achievement of the minimum program GPA
 - Fulfillment of the minimum University residency requirement
 - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 45 credits
 - Required Course of Study (BSHA) - 51 credits
 - Upper Division Health Administration Electives - 15 credits
 - Electives - 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include 6 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits

Must include: HCS 245

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in economics

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/Interdisciplinary requirement.

Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
 - Activity that is acceptable in transfer to the University
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students may use coursework worth a minimum of two semester credits to satisfy the three credits for HCS/245 provided it is comparable with content similar to one of the following: Medical Nursing, Surgical Nursing, Anatomy and/or Physiology, Pathophysiology, Disease Management, and Population Health. Students will be required to make up the credits with other Science and Technology General Education credits to meet the minimum requirements.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505..... 3 credits

Systems Thinking in health care environments

MHA 507..... 3 credits

Leveraging informatics in the health sector

MHA 508..... 3 credits

Navigating the regulatory environment in health care

MHA 542 3 credits

Leading with authenticity in the health sector

MHA 560 3 credits

Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
 - HCS 499 Health Care Strategy Capstone
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Residency Requirements and Course Waivers for the BSHA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF NURSING

Programs in the College of Nursing are designed to support the career advancement and educational needs of registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry—from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment—today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® College of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- College of Nursing Programs

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of Sigma, a virtual chapter that supports members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

Sigma has more than 135,000 active members who reside in more than 100 countries. There are roughly 540 chapters at more than 700 institutions. To learn more about Sigma visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at

<https://omicrondelta.sigmanursing.org/home>

Academic Progression Requirements for all Current Nursing Programs

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN, DNP, and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of the program handbook) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.

The Bachelor of Science in Nursing (BSN) is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will demonstrate evidence-based, holistic, patient-centered care that reflects knowledge of the health-illness continuum.
- Students will Implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Students will demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Students will apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Students will incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Students will integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Students will utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

The Registered Nurse to Bachelor of Science in Nursing is a post-licensure education program designed for nurses with an active and unencumbered RN license who wish to obtain a bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills and knowledge to make clinical decisions that will result in positive patient outcomes and support healthcare systems.

Required Course of Study for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302.....	3 credits
Professional Contemporary Nursing Role and Practice	
NSG 416 ~	3 credits
Theoretical Development and Conceptual Frameworks	
HSN 376 ~	3 credits
Health Information Technology for Nursing	
NSG 451 ~	3 credits
Professional Nursing Leadership Perspectives	
NSG 456 ~	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 426 ~	3 credits
Integrity in Practice: Ethic and Legal Considerations	
HSN 476 ~	3 credits
Healthcare Policy and Financial Management	
*NSG 486 ~	3 credits
Public Health: Health Promotion and Disease Prevention	
*NSG 482 ~	3 credits
Promoting Healthy Communities	
NSG 468 ~	3 credits
Influencing Quality within Healthcare	
NSG 498 ~	3 credits
Senior Leadership Practicum	
*Students residing in California are required to take NSG 486CA and NSG 482CA:	
NSG 486CA ~	3 credits
Public Health: Health Promotion and Disease Prevention	
NSG 482CA ~	3 credits
Promoting Healthy Communities	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- Completion of a nursing diploma; an associate degree in nursing or post-secondary diploma in nursing from a college or university with approved institutional accreditation or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- The Lower Division Nursing requirement will be satisfied using students valid unrestricted / unencumbered RN license.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Students transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- RN-BSN Pathway Agreement Concurrent Enrollment Students Only: Applicants transferring to University of Phoenix with a completed Associate degree in nursing from an approved Pathway Agreement Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Agreement Transfer Guide. Prior to enrolling into the BSN program applicants must:
 - Have a signed Concurrent Enrollment Memorandum of Understanding on file.
 - Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the University of Phoenix under the ND-NURSE 001 Non-degree program code.
 - Meet all other BSN admission requirements.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
 - General Education - 47 credits
 - Required Course of Study - 33 credits
 - Lower Division Nursing - 40 credits
- A minimum of 33 upper division credits.
- A maximum of 87 lower division credits
- A minimum grade point average (GPA) of 2.0.
- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- All students enrolling in the BSN program will take NSG 302 as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Satisfy University Proficiency Requirements
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482CA, NSG 486CA.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the BSN

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 482CA, NSG 486CA, and NSG 498

General Education Requirements for the BSN

A minimum of 47 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

ENG/220, equivalent or higher

Mathematics, 6 credits

Must include 6 credits of statistics or higher.

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Interdisciplinary Requirements, 11 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.

Note: Six (6) upper division Nursing Pathway course credits may be applied to the interdisciplinary category.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Nursing Pathway for BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their upper division elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF

- NSG 511
- NSG 512

Re-entry for the BSN

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

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GRADUATE PROGRAMS

Admission Procedures

Application Process

Students seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee (if applicable) is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States (US) to meet admission requirements may enroll in University of Phoenix (UOPX) courses prior to official admission only if they meet all the following requirements:

- If residing in the US, have an appropriate immigrant or nonimmigrant status that does not prohibit educational studies;
- Graduate applicants must have a pre-evaluation completed by the Office of Admissions and Evaluation indicating that the applicant has the appropriate academic background to meet admission requirements;
- Must satisfy all other program-specific admission requirements.

Applicants who have earned an undergraduate degree, or other transfer credit, from an institution outside of the US, but who have earned a master's degree from a college or university with approved institutional accreditation are eligible to enroll with the University at the graduate level. All program-specific admission requirements must have been satisfied by the master's degree.

Undergraduate applicants relying on educational credentials from an institution outside of the US may enroll in UOPX courses upon the completion of their Admission Application and Enrollment Agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the US, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation. These are used to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes, previous academic credentials earned outside of the US must meet the University's verification standards prior to rendering an official admission or transfer credit decision. Verification of previous academic credentials earned outside of the US can be satisfied by one the following methods:

- Receipt and verification of official academic credentials issued directly to UOPX by the applicant's previous institution;
- Receipt and verification of official academic credentials held in possession of the applicant as the official record of academic studies conducted in the applicant's specific country;
- Receipt and verification of official correspondence issued directly to UOPX by the applicant's previous institution indicating that copies of academic credentials and/or level study is valid;
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admissions and Evaluation.

For applicants with academic records from colleges or universities earned outside of the US with approved institutional accreditation, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the US are considered comparable to US secondary completion credentials and do not need to be validated unless required by the applicant's state or jurisdiction.

Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies are included with each program's admission requirements.

If documents are issued to UOPX in a language other than English, the applicant will be required to obtain an official translation and submit it to UOPX. Translations must be completed and verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate, or by the Office of Admissions and Evaluation at UOPX if transla-

tion services are provided for that specific language.

The University is authorized under federal law to enroll nonimmigrant applicants. UOPX only issues Forms I-20/A-B to border commuters and approved doctoral applicants during their residency in the US. Form I-20/A-B is required by applicants who need to obtain F-1 (Student) visas to attend school in the US. The University is only authorized to issue the I-20 for applicants who will attend specific campus locations and programs recorded with the Department of Homeland Security.

Admission of international applicants will only be made as permitted by US law. UOPX will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated as: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For purposes of this policy an international applicant is defined as a non-US citizen or an applicant with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

All academic credentials sent to UOPX will become the possession of UOPX and will not be returned to applicants unless prior approval was granted by the Office of Admission and Evaluation.

Admission Deadlines

University of Phoenix (UOPX) cannot guarantee that students who begin coursework will be admitted to their degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth UOPX course. Students who are unable to be admitted by the completion of their fourth UOPX course will be administratively withdrawn from the University and placed in Admission Deadline Exceeded (DE) admission status.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix (UOPX).

- No appeals will be accepted for students expelled from UOPX.
- Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Students who fail to disclose all prior colleges and universities attended on their Admission Application may be charged under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- or-
- Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
- or-
- Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- or-
- Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.
- or-
- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- or-
- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- or-
- Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
- or-
- Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.

- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.

Unless excused because of religious belief or medical condition, students attending a physical campus in Nevada are required to submit to the University proof of immunity to Tetanus, Diphtheria (Td or Tdap), and Measles, Mumps, Rubella (MMR). Students under 23 years of age and having fewer than 24 credits must also submit to the University proof of immunity against Meningitis; vaccination with at least one dose of a quadrivalent meningococcal conjugate vaccine (MenACWY) on or after age 16 will satisfy this requirement.

Program Length

The anticipated "normal time" to complete a master level program is as follows: Education - 71 to 94 weeks, Health Professions (single degree) - 84 to 102 weeks, Health Professions (Competency Based) - 48 weeks, Health Professions (dual degree) - 117 to 147 weeks, Nursing (single degree) - 92 to 100 weeks, Nursing (MSN/FNP) - 165 weeks, Nursing (dual degree) - 140 to 164 weeks, Social and Behavioral Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 114 weeks, Social and Behavioral Sciences (Counseling) - 132 to 179 weeks, Business and Information Technology - 78 to 102 weeks, Business and Information Technology (Competency Based) - 48 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load successfully completes each attempted course and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, social work, criminal justice and security, and public administration. The College provides innovative, relevant, and student-focused educational programs designed to prepare students for opportunities of service and leadership in the fields of social and behavioral sciences. These programs are developed and taught by highly skilled practitioners in their respective fields who emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Through individual and collaborative work in theory and practice, students can acquire the knowledge and skills needed for today's work environment.

Master of Science in Counseling/Marriage, Family and Child Therapy (California)

The following Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling degree program with a specialization in Marriage, Family, and Child Therapy provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MFCT specialization provides client-centered advocacy to the community through collaboration with agencies and institutions and their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients achieve their goals. The program encompasses foundations of counseling and guidance including theories and their application with individuals, groups, and families, lifespan development, resilience, assessment and evaluation, counseling and consultative relationships, career planning for students, and program development, implementation, and evaluation. In addition, the specialization covers cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. The program meets the 2012 California MFT requirements.

View state licensure requirements for this program: <https://www.phoenix.edu/colleges/college-of-social-and-behavioral-sciences/state-requirements.html>

Program Purpose

The Master of Science in Counseling/ Marriage, Family and Child Therapy degree program meets the California Licensed Marriage Family and Child Therapy (LMFT) and Licensed Professional Clinical Counselor (LPCC) educational requirements for registration with the Board of Behavioral Sciences (BBS) as an Associate Marriage and Family Therapist (AMFT) and an Associate Professional Clinical Counselor (APCC). Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to

sit for the LMFT and LPCC licensure exams in California.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

Core Counseling Program Student Learning Outcomes

- Students will demonstrate knowledge, skills and dispositions key to success in professional counseling, advocacy, and ethical practice.
- Students will demonstrate knowledge, skills and dispositions in social and cultural diversity that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
- Students will demonstrate an understanding of human growth and development to include wellness, the importance of mindbody interactions and their effect on physical and psychological well-being; the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.
- Students will demonstrate an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.
- Students will demonstrate an understanding of counseling and helping relationships to include philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper selfunderstanding and self-development; facilitation of client or consultee change; and techniques for prevention and intervention.
- Students will demonstrate an understanding of group counseling and group work to include group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills, and other group approaches.
- Students will demonstrate an understanding of assessment and testing to include group and individual education and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals, and use of appraisal results in helping processes.
- Students will demonstrate an understanding of counseling research and program evaluation to include types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; and ethical and legal considerations.

- Students will demonstrate effective communication in the classroom and workplace.

MFCT-Specific Program Student Learning Outcomes

- The student will be able to apply historical, philosophical, and theoretical foundations of marriage, family, and child counseling in all aspects of professional practice.
- The student will be able to apply culturally responsive marriage, family, and child counseling, prevention, and intervention in all aspects of professional practice.

MSC/MFCT Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CNSL 502.....	0 credits
Graduate Portfolio I	
CCMH 510 ~	3 credits
Multi-Cultural Issues in Mental Health Counseling	
CCMH 504 ~	3 credits
Individual and Family Development Across the Life Span	
CCMH 506 ~	3 credits
Personality Theories and Counseling Models	
MFCC 551CA ~	3 credits
Legal and Ethical Issues in Marriage and Family Therapy	
CCMH 551 ~	3 credits
Individual Counseling	
CCMH 525 ~	3 credits
Research Methods for Mental Health Counselors	
CCMH 535 ~	3 credits
Psychometrics	
CCMH 544 ~	3 credits
Introduction to Clinical Assessment	
CCMH 548 ~	3 credit
Psychopathology: Advanced Clinical Assessment	
CNSL 556 ~	0 credits
Portfolio II	
MFCC 556 ~	3 credits
Family Systems Theory	
MFCC 561 ~	3 credits
Family Interventions	
CCMH 568 ~	3 credits
Group Counseling	
CCMH 521 ~	3 credits
Psychopharmacology/Biological Basis of Behavior	
CCMH 561 ~	3 credits
Dependency and Addictions	
MFCC 591O ~	0 credits
Orientation To Practicum in Marriage and Family Counseling	
MFCC 537 ~	3 credits
Child and Adolescent Counseling	
CCMH 540 ~	3 credits
Career and Vocational Counseling	

MFCC 567 ~	3 credits
Seminar in Marriage and Family Counseling	
MFCC 592 ~	3 credits
Practicum	
MFCC 597A ~	3 credits
Internship A	
MFCC 597B ~	3 credits
Internship B	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/MFCT

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Official transcripts listing at least six (6) credits in the helping professions (psychology, counseling, or related) with a grade of "C" or better in each course. The six credits must have been completed prior to the student starting CNSL 502 - Portfolio I.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- A minimum equivalent of two (2) years post-high school paid and/or volunteer work experience.
- A signed Criminal Conviction Disclosure Form.
- Successful completion of CNSL 502, Graduate Portfolio I. If the student is denied admission because of the unacceptable Portfolio grade, the student may reapply for the Counseling program in 3 months and would be required to retake and pass CNSL 502. A student failing CNSL 502 on the second attempt, must wait 6 months before reapplying. Passing Portfolio I is limited to a total of three attempts.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.

Degree Requirements for the MSC/MFCT

- Completion of a minimum of 60 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma. The diploma awarded for this program will read as:
Master of Science in Counseling
Marriage, Family and Child Therapy

Academic Progression Requirements for the MSC/MFCT

- The following Clinical Practice courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: MFCC 591, MFCC 599A, MFCC 599B.
- The following Clinical courses contain multiple requirements for academic progression, therefore sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical courses are: CCMH 544, CCMH 548, CCMH 551, CCMH 568, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567.
- Completion of all courses with a grade of "B -" or better. Students must maintain an overall GPA of at least 3.0.
- MSC students who wish to transfer to another campus or modality (even within the same state), or update versions must appeal to SAC.

Academic Standing and Minimum Grade Requirements for the MSC/MFCT

- Students in this program may not attend any further courses after being assigned a grade of incomplete in a course.
- MSC students will be placed on Scholastic Disqualification if a minimum grade of "B -" is not attained in any course. If a student repeats a course due to receiving a grade that is less than a "B-" and does not receive a grade of "B -" or better the second time, the student will be scholastically suspended, permanently withdrawn, from this program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.
- Students in the Master of Science in Counseling program must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an In Progress (IP) grade is not acceptable. Students who receive an In Progress (IP) grade may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months and will be required to follow the Supplemental Standards referral process. If the student does not receive a grade of Pass on the second attempt in CNSL 556, the student will be scholastically suspended, permanently withdrawn, from the Master of Science in Counseling programs.
- Students who fail to meet the minimum grade requirement for MFCC 592, MFCC 597A, and MFCC 597B will be required to follow the Supplemental Standards referral process. Residencies and Clinical Placements are key components of the MSC/MFCT program and failure to meet the minimum grade requirement will require a robust remediation plan with input from a college designee.

- Students in the College of Social and Behavioral Sciences graduate programs may not transfer credit to the University from courses taken from other schools while academically or scholastically disqualified.

Residency Requirements and Course Waivers for the MSC/MFCT

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC or candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: CCMH 544, CCMH 548, CCMH 551, CNSL 502, CNSL 556, MFCC 551CA, MFCC 567, MFCC 592, MFCC 597A, MFCC 597B

Re-entry for the MSC/MFCT

- All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Portfolio class before being readmitted to the program.
- If students are required to retake CNSL 502 Portfolio I and they do not pass the course, they may reapply for the Counseling program in three (3) months as long as they would not exceed three total attempts to complete the course. Passing Portfolio I is limited to a total of three attempts, which includes the attempts prior to their original admission to the program.
- If students are required to retake CNSL 556 Portfolio II, they must receive a grade of Pass in CNSL 556 Portfolio II in order to continue in the Master of Science in Counseling program. A failing grade (F) or an incomplete grade (I) is not acceptable. Students who receive an incomplete grade (I) may not enroll in any other coursework until a passing grade is awarded. Students who fail CNSL 556 may repeat the course after three (3) months. If the student does not receive a grade of Pass on the second attempt, the student will be denied admission, and administratively withdrawn from the Master of Science in Counseling program.

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COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Consistent with the values, mission, and purpose of the University of Phoenix, the College of Business and Information Technology mission is to provide innovative, industry-relevant, and accessible higher education that prepares learners to be competent, responsible and ethical practitioners and leaders for career success. Our goal is to make a difference in the lives of our students and their organizations. Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology will be a preferred source for finding and developing emerging leaders for organizations through the delivery of real-time education solutions that are relevant and immediately applicable to solving business challenges. The College of Business and Information Technology adheres to values that are consistent with the University's values of Brave, Honest, and Focused. We believe that every staff and faculty member should have a commitment to learning, intellectual diversity, embracing innovation and improving society. We should empower excellence while acting with integrity, and treating others as we would like to be treated.

Master of Business Administration

The following Master of Business Administration (MBA) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of leadership competencies as well as graduate business standards as reflected by existing international accreditation agencies. In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.
- Understand a broad range of theoretical and practical applications in business.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate decision-making skills to solve complex organizational problems.
 - Recognize and solve problems systematically to make better business decisions.
 - Evaluate risks and develop plans to lessen or eliminate their impact.
 - Integrate knowledge and reach decisions with incomplete or limited information.
 - Apply a broad range of theoretical and practical applications to business.
- Create strategies for business growth based on an organization's mission, vision, and values.
 - Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
 - Develop awareness of one's own personal values and how they affect business decision making.
 - Assess whether an organization's plans and actions are aligned to meet its values.
 - Apply a broad range of theoretical and practical applications to business.
- Synthesize leadership skills to foster innovation and facilitate change in a dynamic business environment.
 - Manage, develop, and motivate personnel to meet changing organizational needs.
 - Apply a broad range of theoretical and practical applications to business.
- Evaluate the global/external environment to sustain an organization's competitive advantage.
 - Leverage technology in a global environment to create sustainable competitive advantage.
 - Apply a broad range of theoretical and practical applications to business.
- Integrate managerial skills to address the needs of a rapidly changing business environment.

MBA Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Tier 1: Awareness, 15 total credits

Core Knowledge and Skill Development

MGT 526	3 credits
Managing in a Changing Environment	

ORG 535 ~	3 credits
People and Organizations	
LDR 535 ~	3 credits
Leading Change	
ECO 535 ~	3 credits
The Digital Economy	
ACC 543 ~	3 credits
Managerial Accounting & Legal Aspects of Business	
Tier 2: Create and Innovate, 18 total credits	
Business Plan Dev. (Ability)	
FIN 571 ~	3 credits
Corporate Finance	
DAT 565 ~	3 credits
Data Analysis and Business Analytics	
OPS 574 ~	3 credits
Creating Value Through Operations	
MKT 574 ~	3 credits
Marketing: Social, Mobile, and Analytics	
MGT 576 ~	3 credits
Opportunity Evaluation and Value Creation	
STR 581 ~	3 credits
Strategic Planning & Implementation	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated in cumulative GPA for admissibility.

Degree Requirements for the MBA

The degree requirements for this program are the following:

- Completion of a minimum of 33 credits.
- A minimum GPA of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as:
Master of Business Administration

Academic Progression Requirements for the MBA

- Managing within a Changing Environment (MGT 526) must be taken as the first core course in the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students in this program may waive a maximum of 9 credits from their required course of study.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA 024 program to satisfy residency for MBA degree conferral.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
 - The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
 - The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Upon approval by the College of Business and Information Technology, students may be able to waive certain Tier I courses outside of standard course waiver policy requirements through an approved Graduate PLA Package.
- The following courses may not be waived: MGT 526, STR 581
- The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to two graduate level courses with designated doctoral level courses. Upon admission to the selected doctoral degree program, students are eligible to satisfy required course(s) within the doctoral degree program.
- Students must earn a B- or better in the doctoral level courses in order to apply them toward the master's degree program and the doctoral degree program. Students who are allowed to apply a doctoral course with a grade lower than a B- to their master's program will need to retake the course in the doctoral program to achieve a B- grade.
- Student schedules may need to be adjusted, or students will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic counselor and finance advisor for further information.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

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COLLEGE OF HEALTH PROFESSIONS

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase. Medical and health service managers employment are projected to grow by 18 percent from 2018 to 2028.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® College of Health Professions will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle tomorrow's challenges.

Master of Health Administration

The following Master of Health Administration (MHA) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration v004 provides leaders and aspiring leaders in the health sector with the insight and skills necessary to drive the future of healthcare by facilitating cross-system transformation and improving outcomes for patients, populations, and providers. The program's curriculum, built via close collaboration with industry and academic experts, anticipates emerging needs trends in the health sector. Areas of inquiry include industry and organizational dynamics in the health sector, visioning the future, forming strategic relationships, leading with authenticity in health care systems, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate industry and organizational dynamics in the healthcare environment.
- Generate core business strategies based on innovative concepts developed in the program.
- Construct strategic relationships with diverse stakeholders across the health sector to achieve business objectives with a current or desired employer.
- Develop a leadership identity that reflects traits required in complex healthcare environments.
- Produce a personal legacy that fosters investment in people and the community to drive the future of health care.
- Foster the ability to create and execute operational improvement plans that address transformation, communication, and execution elements within the sector.

MHA Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 12 total credits

MHA 505 3 credits
Systems Thinking in Health Care Environments

MHA 506 ~ 3 credits
Ethical Marketing: The New Health Care Economics

MHA 507 ~ 3 credits
Leveraging Informatics in The Health Sector

MHA 508 ~ 3 credits
Navigating The Regulatory Environment In Health Care

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ~ 3 credits
Scanning The Health Sector as an Industry Expert

MHA 516 ~ 3 credits
Operating in Structure: Health Sector Policy and Governance

Strategic Relationships, 3 total credits

MHA 520 ~ 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances

Adaptive Leadership, 6 total credits

MHA 542 ~ 3 credits
Leading With Authenticity in The Health Sector

MHA 543 ~ 3 credits
Tackling The Talent War in The Health Sector

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ~ 3 credits
Creating A Sustainable Legacy: Healthy Communities

Transformation and Execution, 6 total credits

MHA 598 ~ 3 credits
Leveraging Results To Build Brand In The Health Sector

MHA 599 ~ 3 credits
Capstone: Leading the Organization Through Change

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.

The diploma awarded for this program will read as:
Master of Health Administration

Residency Requirements and Course Waivers for the MHA

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: MHA 599

Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the

program.

- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University: MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Master of Health Administration Concentration in Informatics

The following Master of Health Administration Concentration in Informatics (MHA/INF) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration prepares leaders and aspiring leaders in the health sector by providing the competencies necessary to drive the future of healthcare through effective facilitation of cross-system transformation and the improvement of health outcomes for patients, populations, and providers. Areas of inquiry include industry and organizational dynamics, visioning the future, forming strategic relationships, leading with authenticity, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts. As the health industry continues to undergo unprecedented growth, “health” is beginning to encompass everything from patient care to community engagement to overarching system design. The curricular framework for the newest version of the MHA is provided by the industry standard American College of Healthcare Executives (ACHE). The program provides UOPX students with an academically-rigorous and integrated experience that requires both critical thinking and creativity, while remaining aligned to professional and industry standards. The concentration in Health Care Informatics presents informatics as the strategic acquisition, interpretation and utilization of data to lead organizations in the health sector. The focus of the program is on informatics as an evolving and interdisciplinary field related to the sourcing, compiling and synthesis of data across the health sector. Topics include staffing to meet an organization’s informatics needs, assessing the interoperability of systems, effectively sourcing data from repositories within and outside the organization, and presenting data in health organization contexts. Also presented are emerging best practices administrators need to successfully address quality, safety, and cost of care, and lead data-driven initiatives that place the patient/consumer at the center of care.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate industry and organizational dynamics in the healthcare environment.
- Generate core business strategies based on innovative concepts developed in the program.
- Construct strategic relationships with diverse stakeholders across the health sector to achieve business objectives with a current or desired employer.
- Develop a leadership identity that reflects traits required in complex healthcare environments.
- Produce a personal legacy that fosters investment in people and the community to drive the future of health care.

- Foster the ability to create and execute operational improvement plans that address transformation, communication, and execution elements within the sector.
- Learners will analyze informatics in health administration contexts to inform strategic data sourcing and decision-making.
- Learners will distinguish the ways in which data are utilized across diverse health information systems.
- Learners will critique health information system implementation and interaction across the health sector.

MHA/INF Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 9 total credits

MHA 505	3 credits
Systems Thinking in Health Care Environments	
MHA 506 ~	3 credits
Ethical Marketing: The New Health Care Economics	
MHA 508 ~	3 credits
Navigating The Regulatory Environment In Health Care	

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ~	3 credits
Scanning The Health Sector as an Industry Expert	
MHA 516 ~	3 credits
Operating in Structure: Health Sector Policy and Governance	

Strategic Relationships, 3 total credits

MHA 520 ~	3 credits
Sector Stakeholders: Identifying and Cultivating Alliances	

Adaptive Leadership, 6 total credits

MHA 542 ~	3 credits
Leading With Authenticity in The Health Sector	
MHA 543 ~	3 credits
Tackling The Talent War in The Health Sector	

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ~	3 credits
Creating A Sustainable Legacy: Healthy Communities	

Informatics Concentration, 9 total credits

HINF 500 ~	3 credits
Informatics for Health Administration	
HINF 520 ~	3 credits
Data Management and Design in Health Administration	
HINF 510 ~	3 credits
The Systems Life Cycle	

Transformation and Execution, 6 total credits

MHA 598 ~	3 credits
Leveraging Results To Build Brand In The Health Sector	
MHA 599 ~	3 credits
Capstone: Leading the Organization Through Change	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA/INF

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/INF

- Completion of a minimum of 42 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.

The diploma awarded for this program will read as:

Master of Health Administration

Residency Requirements and Course Waivers for the MHA/INF

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: MHA 599

Students who have successfully completed the below certificates prior to enrollment in the MHA may waive the listed course with any of the courses contained within the certificate. These approved waivers will not count towards the maximum waiver limit in the program.

- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- CERT/G-INF - MHA 507

Minimum Grade Requirements for the MHA/INF

- Students in this program are required to achieve a minimum grade of "C" (2.0) in courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University: HINF 500, HINF 520, HINF 510, MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA/INF

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF NURSING

Programs in the College of Nursing are designed to support the career advancement and educational needs of registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry—from shifting patient demographics, to the emergence of new models like telemedicine and retail medicine, to an increasingly complex licensing and credentialing environment—today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® College of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- College of Nursing Programs

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

The mission of Sigma is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of Sigma, a virtual chapter that supports members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

Sigma has more than 135,000 active members who reside in more than 100 countries. There are roughly 540 chapters at more than 700 institutions. To learn more about Sigma visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at

<https://omicrondelta.sigmanursing.org/home>

Academic Progression Requirements for all Current Nursing Programs

License Requirement

PN/VN to BSN students must possess an active unrestricted/unencumbered PN or VN license in the state where they are completing clinical hours. PN/VN to BSN students must hold a valid and unrestricted/unencumbered PN or VN license in all states and jurisdictions in which the applicant holds an active nursing license. RN to BSN, MSN, DNP, and post-master's certificate students must hold a valid, unrestricted/unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of

Hawaii, students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of the program handbook) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Master of Science in Nursing Concentration in Nurse Administration

The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk. The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:
<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to formulate a strategic plan and distinguish the key components required for success.
- Students will be able to analyze a budget and assure needed resources are planned for.
- Students will be able to predict the needed resources (human and financial) to meet desired outcomes.
- Students will be able to implement change to meet desired quality measures.
- Students will be able to modify policies to meet external regulatory and accreditation standards.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Administration (MSN/ADM). The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 511.....	3 credits
Contemporary Nursing Practice	
NSG 512	3 credits
Nursing Research	
NSG 513	3 credits
Inter-professional Leadership and Management	
NSG 514	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 557	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547	3 credits
Human Resources Management	

NSG 567	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	
Graduate Elective Requirement.....	6 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.

- All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.

- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
 - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
 - Completed within the past ten (10) years from current program enrollment agreement sign date
 - A minimum grade of "C-" or better.

Re-entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Administration Bridge

The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing with a concentration in Nursing Administration (MSN/ADM) program prepares registered nurses to become leaders in the field of Nursing Administration. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty Administration courses allow students to focus on contemporary industry-required competencies such as: leadership and management within and between diverse healthcare organizations; communication, collaboration, and relationship management within interprofessional teams; systems thinking and design as a means to improve quality, safety, patient outcomes, and reduce risk. The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:
<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Administration (MSN/ADM). The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 415	3 credits
Theory-Based Nursing Practice	
NUR 403	3 credits
Theories and Models of Nursing Practice	

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451	3 credits
Professional Nursing Leadership Perspectives	

NSG 397	3 credits
Professional Nursing Role	
NUR 391	3 credits
Professional Nursing Practice	
NUR 440	3 credits
Health Assessment and Promotion for Vulnerable Population	
Nursing Bridge 3	
<i>NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.</i>	
NSG 456	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 455	3 credits
Evidence-Based Practice and Statistics	
NUR 443	3 credits
Evidence-Based Nursing Research and Practice	
Required Course Sequence	
NSG 416	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 451	3 credits
Professional Nursing Leadership Perspectives	
NSG 456	3 credits
Research Outcomes Management for the Practicing Nurse	
NSG 511 ~	3 credits
Contemporary Nursing Practice	
NSG 512 ~	3 credits
Nursing Research	
NSG 513 ~	3 credits
Inter-professional Leadership and Management	
NSG 514 ~	3 credits
Health Law, Policy, Ethics, and Global Trends	
NSG 557 ~	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577 ~	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547 ~	3 credits
Human Resources Management	
NSG 567 ~	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	
Graduate Elective Requirement	6 credits
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.

- Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/ADM

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/ADM

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516AD, NSG 517AD, NSG 547, NSG 557, NSG 567, NSG 577

The 6 credit Graduate Elective Requirement for the MSN/ADM may be satisfied by the following means:

- An approved UOPX Graduate Elective course.
- Previously completed UOPX graduate level coursework that is comparable in credits to the University course it is replacing.

- Graduate transfer coursework that is acceptable for transfer and meets the following requirements:
 - Comparable in credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).
 - Completed within the past ten (10) years from current program enrollment agreement sign date
 - A minimum grade of "C-" or better.

Re-Entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Education

The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to apply organizational and systems leadership concepts to the management of human, fiscal, and physical healthcare resources for diverse populations in a variety of settings.
- Students will be able to evaluate processes, systems, and utilize current technology to support continuous quality improvement and improve patient outcomes across the care continuum in a variety of settings.
- Students will be able to synthesize scholarship from a variety of sources and translate to promote implementation of evidence-based practice.
- Students will be able to evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and effect change in the healthcare system based on their role.
- Students will be able to design and deliver evidenced-based clinical prevention and population care within an interdisciplinary team to serve diverse populations in a variety of local, national, and international settings.
- Students will be able to justify teaching methodologies which support adult learning.
- Students will be able to design engaging learning activities.
- Students will be able to plan curriculum to meet the current regulatory requirements, accreditation standards, and industry standards.

- Students will be able to design tools that evaluate formative and summative student learning.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Education (MSN/NED). The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings.

Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 5113 credits

Contemporary Nursing Practice

NSG 5123 credits

Nursing Research

NSG 5133 credits

Inter-professional Leadership and Management

NSG 5143 credits

Health Law, Policy, Ethics, and Global Trends

NSG 501 ~3 credits

Pathophysiology, Assessment Variables and Pharmacology I

NSG 502 ~3 credits

Pathophysiology, Assessment Variables & Pharmacology II

NSG 5313 credits

Program and Course Development

NSG 5323 credits

Innovative Curriculum Design

NSG 5333 credits

Educational Assessment and Evaluation

NSG 5343 credits

Facilitating Engaged Learning

NSG 516ED ~3 credits

Practicum I

NSG 517ED ~3 credits

Practicum II

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. or applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.

The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.

- Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
- Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-Entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Education Bridge

The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Masters of Science in Nursing with a concentration in Nursing Education (MSN/NED) program prepares registered nurses to become leaders in the field of Nursing Education. Advanced nursing theory and research provide the foundation for nurse leaders to influence the future of nursing and health care. Specialty education courses allow students to focus on contemporary industry-required competencies such as: design, implementation, and evaluation of nursing curriculum, facilitation of learner development and socialization; interpretation, analysis, and translation of evidence to guide student learning and assessment strategies.

The baccalaureate degree program in nursing and master's degree program in nursing at University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:

<http://www.phoenix.edu/colleges/college-of-nursing/state-requirements.html>

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Education (MSN/NED). The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings.

Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416.....	3 credits
Theoretical Development and Conceptual Frameworks	
NSG 415.....	3 credits
Theory-Based Nursing Practice	
NUR 403	3 credits
Theories and Models of Nursing Practice	

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451.....	3 credits
Professional Nursing Leadership Perspectives	

NSG 397.....	3 credits
Professional Nursing Role	

NUR 391	3 credits
Professional Nursing Practice	

NUR 440	3 credits
Health Assessment and Promotion for Vulnerable Population	

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456.....	3 credits
Research Outcomes Management for the Practicing Nurse	

NSG 455.....	3 credits
Evidence-Based Practice and Statistics	

NUR 443	3 credits
Evidence-Based Nursing Research and Practice	

Required Course Sequence

NSG 416.....	3 credits
Theoretical Development and Conceptual Frameworks	

NSG 451.....	3 credits
Professional Nursing Leadership Perspectives	

NSG 456.....	3 credits
Research Outcomes Management for the Practicing Nurse	

NSG 511 ~	3 credits
Contemporary Nursing Practice	

NSG 512 ~	3 credits
Nursing Research	

NSG 513 ~	3 credits
Inter-professional Leadership and Management	

NSG 514 ~	3 credits
Health Law, Policy, Ethics, and Global Trends	

NSG 501 ~	3 credits
Pathophysiology, Assessment Variables and Pharmacology I	

NSG 502 ~	3 credits
Pathophysiology, Assessment Variables & Pharmacology II	

NSG 531 ~	3 credits
Program and Course Development	

NSG 532 ~	3 credits
Innovative Curriculum Design	

NSG 533 ~	3 credits
Educational Assessment and Evaluation	

NSG 534 ~	3 credits
Facilitating Engaged Learning	

NSG 516ED ~	3 credits
Practicum I	

NSG 517ED ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelors degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students with undergraduate degrees or higher from a college or university with approved institutional accreditation, in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon or attending the Oregon campus, an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Current employment is not a requirement for admission.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.

- Applicants who reside in Canada must meet one of the following requirements for admission:

- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies

- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Degree Requirements for the MSN/NED

- Completion of a minimum of 45 credits.
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
The diploma awarded for this program will read as:
Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses with a C or better in each course prior to enrolling in NSG 511 - Contemporary Nursing Practice.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students are required to start NSG 517ED, NSG 517AD, or NSG 517IN within 6 months of the completion date of NSG 516ED, NSG 516AD or NSG 516IN respectively. Students who do not begin NSG 517ED, NSG 517AD, or NSG 517IN within 6 months will be required to repeat the NSG 516ED, NSG 516AD, or NSG 516IN.

Minimum Grade Requirements for the MSN/NED

- All MSN bridge and graduate level MSN courses must be completed with a grade of C or better. Grades "C-" are not accepted. Students who do not pass these courses with a grade of C or better will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 516ED, NSG 517ED, NSG 531, NSG 532, NSG 533, NSG 534

Re-entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

COLLEGE OF EDUCATION

The College of Education offers graduate level degree and non-degree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to "impact student learning one educator at a time." Graduate students may choose to pursue a major in a variety of areas. Graduate non-degree programs include several state-specific certificates/endorsements designed for current educators. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

Master of Arts in Education/Administration and Supervision (Non-Licensure) (California)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM2) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Administration and Supervision program provides a masters degree, non-licensure, for alternative path California approved principal licensed individuals. The program enhances the California Administrative standards by addressing knowledge, skills and dispositions to be successful school leaders who can apply theory to practice. This program encompasses instructional leadership, organizational management, technology management and data-driven decision-making.

Program Purpose

The Master of Arts in Education/Administration and Supervision (non-licensure track) is a graduate degree program intended for CA licensed principals to further expand their education in leadership and theory in education administration. Candidates for this program must have a bachelor's degree and a CA principal license. This program does not prepare students for any type of professional certification or licensure as a teacher, principal or administrator.

Preferred Sequence for the MAED/ADM2

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

ADMIN 500 0 credits

Orientation to Administration and Supervision

Introductory Course, 1 total credit

COM 516 1 credit

Professional Communications

Action Research and Evaluation, 4 total credits

EDD 581 4 credits

Action Research and Evaluation

Administrative Internship/Practicum, 3 total credits

ADMIN 594A 1 credit

Administrative Practicum Part I: Instructional Leadership

ADMIN 594B ~ 1 credit

Administrative Practicum Part II: Organizational Management

ADMIN 594C ~ 1 credit

Principal Practicum Part III: Prof Perspectives & Ref Prac

Introduction to the Principalship, 12 total credits

ADMIN 518 3 credits

Leadership and Collaborative Processes

ADMIN 570 3 credits

Equity, Diversity, and Access in Education

ADMIN 555 3 credits

School Policy and Law for Principals

ADMIN 575 3 credits

Family, Community and Media Relations

Functions and Strategies, 15 total credits

ADMIN 524 3 credits

Supervision of Curriculum, Instruction and Assessment

ADMIN 528 3 credits

Administration of Special Programs

ADMIN 535 3 credits

Business and Facilities Management

ADMIN 560 3 credits

Human Resources Leadership and Management

ADMIN 565 3 credits

School Improvement Processes

Administrative Elective, 3 total credits

AET 560 3 credits

Facilitating Change

AET 562 3 credits

Social Media for Professional Learning

CUR 550 3 credits

Engaging in Communities of Practice

CUR 555 3 credits

Professional Learning for Continuous Improvement

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/ADM2

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree or higher from college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or equivalent undergraduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Must be a California resident and have completed a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program, and hold a CA Preliminary Administrator Service Credential or a California Administrative Service Certificate of Eligibility, in addition to their undergraduate degree.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A signed MAED/ADM2 New Student Checklist.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program.

Degree Requirements for the MAED/ADM2

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as:
Master of Arts in Education
Administration and Supervision

Minimum Grade Requirement for the MAED/ADM2

- Candidates must earn a "B" or better in all internship courses in order to complete this program. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in any of the following courses will be Scholastically Disqualified from the University and required to complete a remediation process prior to repeating the course and/or internship: ADMIN 594A, ADMIN 594B, ADMIN 594C
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
 - Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be scholastically suspended and permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM2

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 12 graduate level credits at the University.
- Students in this program may waive a maximum of 26 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for accreditation.
 - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Candidates who have successfully completed a California Commission on Teacher Credentialing approved Administrative Services Preliminary Program and hold an approved administrative services credential from the California Commission on Teacher Credentialing that is in good standing have satisfied the principal internship/practicum experience as part of the Administrative Services licensure requirements. These candidates may waive the following courses in this program: ADMIN 500, ADMIN 518, ADMIN 524, ADMIN 535, ADMIN 565, ADMIN 575, ADMIN 594A, ADMIN 594B, ADMIN 594C, CUR 555, EDD 581
- The following courses in the Required Course of Study may not be waived: ADMIN 528, ADMIN 555, ADMIN 560, ADMIN 570, COM 516

Internship/Practicum and Field Experience for the MAED/ADM2

Upon the successful completion of a California state license, a California Commission on Teacher Credentialing approved Administrative Services Preliminary Certificate program, CA residents may waive the following practicum and field experiences in this program:

Internship/Practicum Policies

- The Administrative Internship/Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship/practicum. Candidates must follow the guidelines in place at their campus.

- Candidates must take the internship/practicum courses concurrently with the internship/practicum experience. If a candidate chooses to postpone the internship/practicum, he/she must postpone their enrollment in the internship/practicum courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Removal from a placement at the request of an appointed administrator from the internship location or UOPX:
 - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn from the course. This experience counts as one of their two internship attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
 - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of an internship:
 - Candidates that execute an unapproved self-termination of an internship, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two internship attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
 - Candidates that execute an unapproved self-termination of an internship, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.
 - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these

exceptions approved.

- Candidates that do not successfully complete a successive attempt of the internship experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates should complete the internship within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the internship courses).

Field Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be maintained and reviewed as specified in the handbook/courses and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Re-entry for the MAED/ADM2

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the MAED/ADM2

- The MAED/ADM2 program is Non-Licensure. Graduates of this program will not receive an IR.

Master of Arts in Education/Adult Education and Training

The following Master of Arts in Education/Adult Education and Training (MAED/AET) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Master of Arts/Adult Education and Training (MAED/AET) program is to develop skills and knowledge of individuals interested in working with adult learners. Learners develop competencies and expertise necessary to align education and training with strategic objectives and human services foundations across an enterprise with culturally diverse populations. Learners expand their knowledge in andragogical theory, instructional design and strategies, assessment of learning, delivering online learning, management and marketing, and technology integration. In addition, learners engage in practice through collaborative learning, social media, and community-based learning. Graduates will be able to serve adult students, colleagues, industries, and communities as educators and trainers.

The Master of Arts/Adult Education and Training (MAED/AET) program is designed for individuals interested in working with adult learners.

Program Purpose

The Master of Arts in Education/Adult Education and Training is a graduate degree program intended for students interested in working with adult learners in an educational or training environment. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to design and implement instructional practices to produce a positive impact on adult learning.
- Students will be able to understand the process of organizational change and how to communicate effectively to stakeholders.
- Students will be able to evaluate the educational and training needs of an organization.
- Students will be able to create innovative strategies and incorporate technology in adult education and training programs.

Program Requirements for the MAED/AET

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 520	3 credits
Organizational Communication for Adult Education and Training	
AET 500	3 credits
Foundations of Adult Learning Theory	
AET 508	3 credits
Community-Based Education	

CUR 516 ~	4 credits
Curriculum Theory and Instructional Design	
CUR 518 ~	3 credits
Multicultural Strategies for the Adult Learner	
CUR 528 ~	3 credits
Assessment of Learning	
CUR 532 ~	3 credits
Facilitating Online Learning	
AET 552	3 credits
Marketing Adult Education	
AET 560	3 credits
Facilitating Change	
AET 562	3 credits
Social Media for Professional Learning	
AET 570 ~	3 credits
Program Development in Adult Education	

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/AET

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Degree Completion Requirements for the MAED/AET

- The completion of a minimum of 34 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read:
Master of Arts in Education Adult Education and Training

Residency Requirements and Course Waivers for the MAED/AET

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Any student in MAED/TED-Elementary, MAED/TED-Secondary, or MAED-Special Education who have completed a minimum of 12 credits, and for whom Candidacy Level II status equals 2N, is eligible to enter the MAED/AET program using the following course waivers:

Program	Courses Waived	Using Courses (or equivalents)
MAED/TED-E	AET 500 (3 credits)	MTE 501 (2 credits)
	CUR 516 (4 credits)	MTE 508 (3 credits)
	CUR 528 (3 credits)	MTE 562 (3 credits)
	Total credits: 10	Total credits: 8
		Or
		MTE 516 (3 credits)
		ELM 533 (3 credits)
		MTE 511 (3 credits)
		Total credits: 9
MAED/TED-S	AET 500 (3 credits)	MTE 501 (2 credits)
	CUR 516 (4 credits)	SEC 508 (3 credits)
	CUR 528 (3 credits)	MTE 562 (3 credits)
	Total credits: 10	Total credits: 8
		Or
		MTE 516 (3 credits)
		SEC 533 (3 credits)
		MTE 511 (3 credits)
		Total credits: 9
MAED/SPE	CUR 516 (4 credits)	MTE 508 (3 credits) and SPE 511 (3 credits) -or- SPE 578 (3 credits) and SPE 546 (3 credits) or SPE 584 (3 credits)

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

The following course(s) may not be waived: COM 520

Academic Progression for the MAED/AET

Students must successfully complete COM 520 as the first course in the program

Re-entry for the MAED/AET

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Master of Arts in Education/Curriculum and Instruction

The following Master of Arts in Education/Curriculum and Instruction (MAED/CI) program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education program with a specialization in Curriculum and Instruction is intended to afford P-12 educators the opportunity to enhance their curriculum, instruction, and leadership repertoire by expanding their knowledge of assessment, instructional strategies, integration of technology, professional development, data-driven decision making, and mentoring and coaching. Educators will develop teacher leadership skills by exploring the latest research, trends, and strategies. Graduates will be able to effectively collaborate with all stakeholders and serve their students, colleagues, and communities as ethical leaders committed to excellence.

Program Purpose

The Master of Arts in Education/Curriculum and Instruction is a graduate degree program intended to provide educators with advanced knowledge and skills in curriculum and instruction. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will be able to synthesize multiple theories of curriculum and instruction to design effective professional development opportunities.
- Students will be able to analyze assessment data to make informed decisions for continuous improvement of instructional programs.
- Students will be able to create innovative strategies and incorporate technology to enhance student learning in the classroom setting.

MAED/CI Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 516	1 credit
Professional Communications	
CUR 505.....	3 credits
Social and Global Perspectives of Teacher Leadership	
CUR 506.....	3 credits
Theories and Best Practices of Curriculum and Instruction	
CUR 515 ~	3 credits
Critical Thinking and Innovative Skills	
CUR 520.....	3 credits
Advocating for Learning	
CUR 525.....	3 credits
Ethical Issues in Education	

CUR 530 ~	3 credits
Assessment and Evaluation Models	
CUR 535 ~	4 credits
Research for Improved Practice	
CUR 540.....	3 credits
Methods of Coaching in the Instructional Setting	
CUR 545.....	3 credits
Using Technology for Teaching and Learning	
CUR 550.....	3 credits
Engaging in Communities of Practice	
CUR 555.....	3 credits
Professional Learning for Continuous Improvement	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the MAED/CI

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree or higher from a college or university with approved institutional accreditation or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree or higher from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., undergraduate, graduate, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Degree Completion Requirements for the MAED/CI

- The completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Arts in Education
Curriculum and Instruction

Residency Requirements and Course Waivers for the MAED/CI

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 23 graduate level credits at the University.

Students in this program may waive a maximum of 12 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516

Candidates who successfully complete either the MAED/TED-Elementary or MAED/TED-Secondary program may waive the following courses in the MAED/CI program upon enrolling in the Master of Arts in Education/Curriculum and Instruction program.

Program	Courses Waived
MAED/TED-E	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)
MAED/TED-S	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)

Effective 4/1/2018, candidates with an additional, current academic teaching endorsement may waive the following 9 credits upon admission to the MAED/CI program: CUR 506, CUR 505, CUR 550

Any resident in the state of California who can show verification of the completion of a California Commission on Teacher Credentialing (CTC) state-approved induction program may exceed the 12 credit waiver maximum and waive up to 13 credits upon admission to the MAED/CI program: CUR 506, CUR 530, CUR 535, CUR 520

Candidates who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Course waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver Policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form. Students who have completed the below listed courses with a grade of C- or higher are eligible to waive up to 6 credits toward the MAED/CI Program. These courses will only be eligible to apply if the courses were completed prior to the Enrollment Agreement sign date for the MAED/CI program.

- For students to be eligible to waive CUR 520 the following courses must be completed: NTI 501, NTI 502
- For students to be eligible to waive CUR 530 the following courses must be completed: NTI 503, NTI 504

Students who have completed approved Continuing Education courses or their equivalents with a grade of B or higher, and within the last 5 years from Enrollment Agreement sign date are eligible to waive up to 12 credits toward the MAED/CI Program. An ARSC Heat Ticket must be submitted to have approved CET courses applied to the MAED/CI program. For the Continuing Education courses to apply to the MAED/CI degree program, the courses

must have been taken prior to the student enrolling in the program. Students may not have any Continuing Education coursework apply to MAED/CI program requirements if the Continuing Education coursework was completed after the Enrollment Agreement sign date.

Re-entry for the MAED/CI

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

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PROFESSIONAL PROGRAMS

CREDIT-BEARING CERTIFICATE PROGRAMS

The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements

All applicants are expected to meet the following admission requirements:

- A completed and signed certificate application and application fee
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (CBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

- Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

- Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

- Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.

-or-

- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-

- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

-or-

- Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.

-or-

- Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum or refugee status.
- Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Enrollment/Disclosure Agreement.
- Completion of any state-specific required documents or forms.

- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean.

Program Length

The established "normal time" to complete a certificate program is as follows: Education - 45 to 55 weeks, General Studies - 30 weeks, Health Professions - 21 to 40 weeks, Nursing (FNP certificate) - 138 weeks, Nursing (general) - 36 weeks, Social and Behavioral Sciences - 30 to 40 weeks, Business and Information Technology- 10 to 45 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Marketing Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421.....	3 credits
Marketing	
MKT 435 ~	3 credits
Consumer Behavior	
MKT 498 ~	3 credits
Integrated Marketing Strategies	
<i>Students must choose 3 of the following:</i>	
BRM 353 ~	3 credits
Product and Brand Management	
MKT 411 ~	3 credits
Green Marketing	
MKT 438 ~	3 credits
Public Relations	
MKT 441 ~	3 credits
Marketing Research	
MKT 444 ~	3 credits
Hospitality Marketing	
MKT 440 ~	3 credits
Fundamentals of Digital Marketing	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: MKT 498

Re-entry for the CERT/MKT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Human Resource Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300	3 credits
Fundamentals of Human Resource Management	
MGT 434 ~	3 credits
Employment Law	
HRM 324 ~	3 credits
Total Compensation	
HRM 420 ~	3 credits
Human Resource Risk Management	
HRM 326 ~	3 credits
Employee Development	
HRM 498 ~	3 credits
Strategic Human Resource Management and Emerging Issues	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/HRM

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: HRM 498

Re-entry for the CERT/HRM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

General Management Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

Preferred Sequence and Prerequisites for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 3 credits

Organizational Behavior for Managers

MGT 498 ~ 3 credits

Strategic Management

Students must choose 4 of the following:

BRM 353 ~ 3 credits

Product and Brand Management

CPMGT 300 ~ 3 credits

Project Management

FIN 419 ~ 3 credits

Finance for Decision Making

HRM 300 ~ 3 credits

Fundamentals of Human Resource Management

HRM 326 ~ 3 credits

Employee Development

ISCOM 370 ~ 3 credits

Strategic Supply Chain Management

LDR 300 ~ 3 credits

Innovative Leadership

MGT 445 ~ 3 credits

Organizational Negotiations

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MGT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).

- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MGT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
 - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: MGT 498

Re-entry for the CERT/MGT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.

- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Financial Planning Certificate (Undergraduate)

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

Preferred Sequence and Prerequisites for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

FIN 419	3 credits
Finance for Decision Making	
FIN 420 ~	3 credits
Personal Financial Planning	
FIN 486 ~	3 credits
Strategic Financial Management	
<i>Students must choose 3 of the following:</i>	
FIN 366 ~	3 credits
Financial Institutions	
FIN 402 ~	3 credits
Investment Fundamentals and Portfolio Management	

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

FIN 422 ~ 3 credits
Retirement and Benefit Planning

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/FINP

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/FINP

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
 - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
 - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/FINP

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
 - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
 - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- The following course(s) may not be waived: FIN 486

Re-entry for the CERT/FINP

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF NURSING

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Post Master's Certificate in Nurse Administration

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in Nursing Administration (NAD). The course of study prepares nurses to function in leadership roles in nursing administration. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

CERT/NAD Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 557.....	3 credits
Organizational Dynamics and Systems Thinking	
NSG 577.....	3 credits
Continuous Quality Monitoring and Outcomes Improvement	
NSG 547.....	3 credits
Human Resources Management	
NSG 567.....	3 credits
Financial Resources Management in Health Care	
NSG 516AD ~	3 credits
Practicum I	
NSG 517AD ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NAD

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., graduate or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
 - All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure

- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NAD

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as:
Post Master's Nurse Administration

Academic Progression Requirements for the CERT/NAD

- A minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NAD

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:
 - Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
 - Complete the academic progression student agreement form, which must be signed by the student and submitted to Program Chair, or designee.
 - Retake the course which placed them on scholastic disqualification and satisfy the grade requirement

Residency Requirements and Course Waivers for the CERT/NAD

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.

- Students may not waive any courses in this program.

Re-entry for the CERT/NAD

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

Post Master's Certificate in Nurse Education

The following certificate program may be offered at these University of Phoenix campus locations: San Diego. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Nursing Certificate programs enhance the knowledge and skills of registered nurses with graduate-level nursing degree preparation. The program prepares registered nurses to function in leadership roles in administration, practice, and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete courses in advanced nursing content, process, and leadership. Concentrations in nursing psychiatric-mental health, family nurse practitioner, nursing informatics, nursing administration and nursing education allow students to concentrate on developing increased knowledge and skills in a specific area of content.

Program Purpose

This certificate program is designed for nurses with current RN licensure who desire a concentrated course of study in Nursing Education (NED). The course of study prepares nurses for roles within nurse education in a variety of educational and practice settings. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

CERT/NED Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Required Course of Study courses must be completed in the order recommended by the University.

NSG 531	3 credits
Program and Course Development	
NSG 532	3 credits
Innovative Curriculum Design	
NSG 533	3 credits
Educational Assessment and Evaluation	
NSG 534	3 credits
Facilitating Engaged Learning	
NSG 516ED ~	3 credits
Practicum I	
NSG 517ED ~	3 credits
Practicum II	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/NED

All applicants are expected to meet the following admissions requirements:

- A master's degree in nursing (MSN or MN) or doctoral degree in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., graduate or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Applicants who reside in the United States or in one of the US Territories with documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
 - Puerto Rico
- International students who are residents outside of the United States or approved US Territories must meet the following requirements:
 - Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
 - All students, with the exception of students residing in Canada or Puerto Rico, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.

- All Canadian students must complete the RN License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- Applicants who reside in Canada must meet one of the following requirements for admission:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
- A signed Foreign Nursing Memorandum of Understanding
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form

Certificate Completion Requirements for the CERT/NED

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Nurse Education

Academic Progression Requirements for the CERT/NED

- Minimum grade of C or better in all courses.
- Students must hold a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.

Minimum Grade Requirements for the CERT/NED

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:

- Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Complete the academic progression student agreement form, which must be signed by the student and submitted to Program Chair, or designee.
- Retake the course which placed them on scholastic disqualification and satisfy the grade requirement

Residency Requirements and Course Waivers for the CERT/NED

- Students must meet established University residency requirement for degree conferral. The University requires that 18 credits in the Required Course of Study must be completed at University of Phoenix.
- Students may not waive any courses in this program.

Re-entry for the CERT/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
 - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
 - The student cannot complete their program within their program completion deadline, are not re-entering into the most current program version offered in their state or jurisdiction, and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

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TUITION AND FEES - GROUND CLASSROOM RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit" column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Bachelor Degree Programs (except BSN students who sign an enrollment agreement on or after 7/1/2020 - see below)	\$398.00	\$250.00	\$350.00	\$350.00
BSN students who sign an enrollment agreement on or after 7/1/2020	\$350.00	\$250.00	\$350.00	\$350.00
Master Degree Programs (except MSC, MSN, and MAED - see below)	\$698.00	\$475.00	N/A	N/A
MSC programs (only applicable to New Students enrolled on or after 1/17/2018).	\$698.00	\$465.00	N/A	N/A
MSN programs	\$540.00	\$475.00	N/A	N/A
MAED programs	\$540.00	\$390.00	N/A	N/A
Undergraduate Certificate Programs	\$398.00	\$250.00	\$350.00	N/A
Graduate Certificate Programs (except the programs below)	\$698.00	\$475.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	\$540.00	\$475.00	N/A	N/A
CERT/CTEL Program	\$175.00	\$175.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	\$398.00	\$250.00	\$350.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	\$350.00	\$250.00	\$350.00	N/A

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

- a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates □
- b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions □
- c) Continuing Students who are participating in the Near Graduation Tuition Reduction program □
- d) Continuing Students in any MSC program □

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY†

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI†

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER†

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

‡ Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

□ The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (San Diego)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
AAIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/COM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BS/COM (Level 300 and Level 400)	\$ 415.00	\$ 630.00	\$ 495.00
BS/EVS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/EVS (Level 300 and Level 400)	\$ 450.00	\$ 450.00	\$ 495.00
BS/HIS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 410.00
BS/HIS (Level 300 and Level 400)	\$ 435.00	\$ 435.00	\$ 435.00
BS/OSM (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/OSM (Level 300 and Level 400)	\$ 610.00	\$ 610.00	\$ 500.00
BS/P (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BS/P (Level 300 and Level 400)	\$ 495.00	\$ 495.00	\$ 495.00
BSACC (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSACC (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 500.00
BSB (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSB (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 500.00
BSM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
BSM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 500.00
BSCJA (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSCJA (Level 300 and Level 400)	\$ 495.00	\$ 495.00	\$ 495.00
BSHA (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSHA (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 500.00
BSHS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSHS (Level 300 and Level 400)	\$ 495.00	\$ 495.00	\$ 495.00
BSIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 500.00
BSN (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSN (Level 300 and Level 400)	\$ 510.00	\$ 510.00	\$ 495.00
Non-Degree Single Courses (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
Non-Degree Single Courses (Level 300 and Level 400)	\$ 635.00	\$ 635.00	\$ 500.00
BSLS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BSLS (Level 300 and Level 400)	\$ 420.00	\$ 420.00	\$ 420.00
CERT/ADD (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
CERT/ADD (Level 300 and Level 400)	\$ 495.00	\$ 495.00	\$ 495.00
CERT/FCS (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
CERT/FCS (Level 300 and Level 400)	\$ 495.00	\$ 495.00	\$ 495.00
CERT/MKT (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
CERT/MKT (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 500.00
CERT/SBE (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
CERT/SBE (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 500.00
CERT/HRM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
CERT/HRM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 500.00
CERT/PM (Level 100 and Level 200)	\$ 415.00	\$ 410.00	\$ 440.00
CERT/PM (Level 300 and Level 400)	\$ 415.00	\$ 635.00	\$ 500.00
CERT/VC (Level 100 and Level 200)	\$ 300.00	\$ 300.00	\$ 300.00
CERT/VC (Level 300 and Level 400)	\$ 300.00	\$ 300.00	\$ 300.00
BA/ENG (Level 100 and Level 200)	\$ 410.00	\$ 410.00	\$ 440.00
BA/ENG (Level 300 and Level 400)	\$ 450.00	\$ 450.00	\$ 495.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+rResource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rResource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

GRADUATE TUITION PER CREDIT (San Diego)

Program/Certificate/Single Course	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Between 3/17/2015-10/31/2016	Amount* - Continuing** Students Enrolled Prior to 3/17/2015
MBA	\$ 740.00	\$ 740.00	\$ 700.00
MIS	\$ 740.00	\$ 740.00	\$ 700.00
MM	\$ 740.00	\$ 740.00	\$ 700.00
MS/AJS	\$ 740.00	\$ 740.00	\$ 700.00
MSA	\$ 740.00	\$ 740.00	\$ 700.00
MSC	\$ 620.00	\$ 620.00	\$ 620.00
MSN	\$ 595.00	\$ 595.00	\$ 620.00
CERT/CTEL	\$ 175.00	\$ 175.00	\$ 175.00
MAED	\$ 510.00	\$ 510.00	\$ 510.00
MHA	\$ 740.00	\$ 740.00	\$ 700.00
MPA	\$ 740.00	\$ 740.00	\$ 700.00
MSP	\$ 740.00	\$ 740.00	\$ 700.00
NHCE	\$ 595.00	\$ 595.00	\$ 620.00
CERT/NED	\$ 595.00	\$ 595.00	\$ 620.00
CERT/NAD	\$ 595.00	\$ 595.00	\$ 620.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

FEES (San Diego)

Type of Fee	Amount*	When Due
California Student Tuition Recovery Fund (STRF) (non-refundable)	Effective for Enrollment Agreements signed on or after February 8, 2021, the STRF assessment rate is \$0.50 per \$1,000 of institutional charges, rounded to the nearest \$1,000. For charges of \$1,000 or less, the assessment is \$0.00.	Upon notification.
Book and Material Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance	\$ 132.50 - \$162.50	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	\$ 0.00 - \$50.00	
CBEST Examination	\$ 41.00 - \$102.00	
CSET Examination	\$ 99.00 - \$134.00	
Portfolio Examination Fee	\$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
rEsource Fees+ (if applicable)		Due in accordance with the payment option chosen in Financial Options Guide.
Undergraduate++	\$ 170.00	
Graduate	\$ 195.00	
CLEP®/DSST Examination+++		Upon notification
Student Exam Fees	\$ 20.00	
Military Exam Fees	\$ 0.00	
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 502	\$ 150.00	
CNSL 556	\$ 150.00	
SCHC 556	\$ 150.00	
CNSL 500	\$ 150.00	
CCMH 502	\$ 150.00	

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

University of Phoenix, 2021-2022
 TUITION AND FEES - GROUND CLASSROOM RATES
 FEES (San Diego)

Type of Fee (Continued)	Amount*	When Due
Check Return Fee	\$ 25.00	Upon notification.
Diploma Rush	\$ 45.00	Upon request.
Duplicate Diploma	\$ 30.00	Upon request.
Duplicate Certificate	\$ 15.00	Upon request.
Transcript	\$ 15.00	Upon request.
Transcript Rush	\$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

TUITION AND FEES - ONLINE RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit" column of the table below, and students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	\$398.00	\$250.00	N/A	N/A
Bachelor Degree Programs (except BSN-CB students, or BSN students who sign an enrollment agreement on or after 7/1/2020 - see below)	\$398.00	\$250.00	\$350.00	\$350.00
BSN students who sign an enrollment agreement on or after 7/1/2020	\$350.00	\$250.00	\$350.00	\$350.00
BSN-CB*	\$300.00	\$250.00	N/A	N/A
Master Degree Programs (except MSC, MSN, MAED, and Competency-Based Education programs - see below)	\$698.00	\$575.00	N/A	N/A
MSC programs	\$698.00	\$550.00	N/A	N/A
MSN programs	\$540.00	\$475.00	N/A	N/A
MAED programs	\$540.00	\$475.00	N/A	N/A
MBA-CB, MHA-CB, and MIS-CB program*	\$300.00	\$300.00	N/A	N/A
Undergraduate Certificate Programs (except the programs listed below)	\$398.00	\$250.00	\$350.00	N/A
CERT/APLUS	\$290.00	\$250.00	N/A	N/A
NETPLUS	\$290.00	\$250.00	N/A	N/A
Graduate Certificate Programs (except the programs listed below)	\$698.00	\$575.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	\$540.00	\$475.00	N/A	N/A
ASC Program	\$540.00	\$475.00	N/A	N/A

University of Phoenix, 2021-2022
TUITION AND FEES - ONLINE RATES
FEES (San Diego)

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
CERT/CTEL Program <i>(For CA residents only)</i>	\$175.00	\$175.00	N/A	N/A
CERT/T2T-E Program	\$280.00	\$280.00	N/A	N/A
CERT/T2T-S Program	\$280.00	\$280.00	N/A	N/A
CERT/ECH Program	\$400.00	\$400.00	N/A	N/A
CERT/ALT-E Program <i>(For FL residents only)</i>	\$275.00	\$275.00	N/A	N/A
CERT/ALT-S Program <i>(For FL residents only)</i>	\$275.00	\$275.00	N/A	N/A
CERT/SPE	\$540.00	\$475.00	N/A	N/A
CERT/AP-E	\$540.00	\$475.00	N/A	N/A
CERT/AP-S	\$540.00	\$475.00	N/A	N/A
CERT/AP-SE	\$540.00	\$475.00	N/A	N/A
Doctoral	\$ 810.00	\$650.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	\$398.00	\$250.00	\$350.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	\$350.00	\$250.00	\$350.00	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	\$698.00	\$575.00	N/A	N/A
Nursing Single Courses - Graduate Level	\$540.00	\$475.00	N/A	N/A
Education Single Courses - Graduate Level	\$540.00	\$475.00	N/A	N/A
Continuing Education for Educators	\$175.00	\$175.00	N/A	N/A

* The University's Competency-Based Education (CBE) programs are not eligible for any pricing discounts and cannot be combined with any employer benefit programs or University offer or promotion.

CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table **ABOVE** and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

- a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates□
- b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions□
- c) Continuing Students who are participating in the Near Graduation Tuition Reduction program□

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/

or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

□The two tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Prior to 11/1/2016: The rates and fees shown below are applicable to continuing students who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 11/1/2016, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 11/1/2016 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

UNDERGRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
Associates	\$ 410.00	\$ 410.00
College of Business & Information Technology (Level 100 and Level 200)	\$ 415.00	\$ 410.00
College of Business & Information Technology (Level 300 and Level 400)	\$ 415.00	\$ 635.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/COM (Level 100 and Level 200)	\$ 415.00	\$ 410.00
BS/COM (Level 300 and Level 400)	\$ 415.00	\$ 630.00
BSIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BSIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CCNA	\$ 290.00	\$ 290.00
CERT/ABA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ABA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/ACL (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ACL (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/ACS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ACS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AHIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AHIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AISS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AISS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AMMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AMMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AN (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AN (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/APLUS	\$ 290.00	\$ 290.00
CERT/ASD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/ASD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/AV (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/AV (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/CCNA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CCNA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/CSC (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CSC (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/CTL (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/CTL (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/DA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/DA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/DS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/DS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/HIT (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/HIT (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/IAS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/IAS (Level 300 and Level 400)	\$ 635.00	\$ 635.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 3)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

University of Phoenix, 2021-2022
TUITION AND FEES - ONLINE RATES
FEES (San Diego)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
CERT/ISS	\$ 300.00	\$ 300.00
CERT/JRN (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/JRN (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/LCO (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/LCO (Level 300 and Level 400)	\$ 630.00	\$ 630.00
CERT/MMD (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/MMD (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/MS (Level 100 and Level 200)	\$ 415.00	\$ 410.00
CERT/MS (Level 300 and Level 400)	\$ 415.00	\$ 630.00
CERT/NS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/NS (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/PRG (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/PRG (Level 300 and Level 400)	\$ 635.00	\$ 635.00
CERT/SM	\$ 410.00	\$ 410.00
CERT/VC	\$ 300.00	\$ 300.00
CERT/WA (Level 100 and Level 200)	\$ 410.00	\$ 410.00
CERT/WA (Level 300 and Level 400)	\$ 635.00	\$ 635.00
NETPLUS	\$ 290.00	\$ 290.00
College of General Studies (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of General Studies (Level 300 and Level 400)	\$ 450.00	\$ 450.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/BIO (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/BIO (Level 300 and Level 400)	\$ 435.00	\$ 435.00
BS/HIS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/HIS (Level 300 and Level 400)	\$ 435.00	\$ 435.00
BS/HST (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/HST (Level 300 and Level 400)	\$ 435.00	\$ 435.00
SUS (Level 100 and Level 200)	\$ 410.00	\$ 410.00
SUS (Level 300 and Level 400)	\$ 630.00	\$ 630.00
College of Social & Behavioral Sciences (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Social & Behavioral Sciences (Level 300 and Level 400)	\$ 610.00	\$ 610.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
BS/P (Level 100 and Level 200)	\$ 410.00	\$ 410.00
BS/P (Level 300 and Level 400)	\$ 585.00	\$ 585.00
BSAP/MT (Level 100 and Level 200)	\$ 415.00	
BSAP/MT (Level 300 and Level 400)	\$ 415.00	
BSIOP (Level 100 and Level 200)	\$ 415.00	
BSIOP (Level 300 and Level 400)	\$ 415.00	
BSSW (Level 100 and Level 200)	\$ 415.00	
BSSW (Level 300 and Level 400)	\$ 415.00	
College of Health Professions (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Health Professions (Level 300 and Level 400)	\$ 635.00	\$ 635.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 3)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Nursing (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Nursing (Level 300 and Level 400)	\$ 510.00	\$ 510.00
College of Education (Level 100 and Level 200)	\$ 410.00	\$ 410.00
College of Education (Level 300 and Level 400)	\$ 420.00	\$ 420.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
CERT/T2T-S	\$ 280.00	\$ 280.00
Continuing Education for Educators	\$ 175.00	\$ 175.00
Non-Degree Single Courses (Level 100 and Level 200)	\$ 410.00	\$ 410.00
Non-Degree Single Courses (Level 300 and Level 400)	\$ 635.00	\$ 635.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	\$ 280.00	\$ 280.00
<p>*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.</p> <p>**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 3 of 3)</p> <p>+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html.</p>		

GRADUATE TUITION PER CREDIT (ONLINE)

College	Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018	Amount* - Continuing** Students Enrolled Prior to 11/1/2016
College of Business & Information Technology	\$ 740.00	\$ 740.00
College of Social & Behavioral Sciences	\$ 740.00	\$ 740.00
College of Health Professions	\$ 740.00	\$ 740.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
GHC	\$ 595.00	\$ 595.00
HCI	\$ 595.00	\$ 595.00
NHCE	\$ 595.00	\$ 595.00
College of Nursing	\$ 595.00	\$ 595.00
College of Education	\$ 540.00	\$ 540.00
<i>Please note that there are exceptions to the general college rate as listed below.</i>		
CERT/ALT-E (FL residents only)	\$ 275.00	\$ 275.00
CERT/ALT-S (FL residents only)	\$ 275.00	\$ 275.00
CERT/CTEL (For CA residents only)	\$ 175.00	\$ 175.00
CERT/ECH	\$ 400.00	\$ 400.00
CERT/T2T-E	\$ 280.00	\$ 280.00
CERT/T2T-S	\$ 280.00	\$ 280.00
College of Doctoral Studies	\$ 810.00	\$ 810.00
Continuing Education for Educators	\$ 175.00	\$ 175.00
Non-Degree Single Courses	\$ 740.00	\$ 740.00
Education Single Courses scheduled under the ELEC/ED program ID (courses scheduled prior to 1/17/2018)	\$ 280.00	\$ 280.00
<p>*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.</p> <p>**See introductory page of the Tuition and Fees section for definitions of new and continuing students</p> <p>+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html.</p>		

FEES (Online)

Type of Fee	Amount*	When Due
Master of Science in Counseling Assessment Portfolio Fees:		Due at orientation.
CNSL 500	\$ 150.00	
CCMH 502	\$ 150.00	
California Student Tuition Recovery Fund (STRF) (non-refundable)	Effective for Enrollment Agreements signed on or after February 8, 2021, the STRF assessment rate is \$0.50 per \$1,000 of institutional charges, rounded to the nearest \$1,000. For charges of \$1,000 or less, the assessment is \$0.00.	Upon notification.
<i>*Applies to California students only</i>		
Book and Materials Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance		Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	\$ 132.50 - \$162.50	
CBEST Examination	\$ 0.00 - \$50.00	
CSET Examination	\$ 41.00 - \$102.00 \$ 99.00 - \$134.00	
Portfolio Examination Fee	\$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
rEsource Fees+ (if applicable) <i>rEsource fees are not applicable to competency-based education (CBE) programs</i>		
Undergraduate++	\$ 170.00	Due in accordance with the payment option chosen in Financial Options Guide.
Graduate	\$ 195.00	
Doctoral	\$ 205.00	
Continuing Education for Educators	\$ 75.00	
DCE	\$ 25.00	
CLEP®/DSST Examination+++		Upon notification.
Student Exam Fees	\$ 20.00	

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

Type of Fee	Amount*	When Due
Check Return Fee	\$ 25.00	Upon notification.
Diploma Rush	\$ 45.00	Upon request.
Duplicate Diploma	\$ 30.00	Upon request.
Duplicate Certificate	\$ 15.00	Upon request.
Transcript	\$ 15.00	Upon request.
Transcript Rush	\$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit <https://www.phoenix.edu/courses/course-materials.html>.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a rEsource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

FACILITIES

Arizona Locations

Phoenix Campus

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Online

Administrative Offices

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723
602 557-2000

California Locations

Central Valley Campus

45 River Park Place West
Fresno, CA 93720-1552
800 266-2107

Bakersfield Learning Center

4900 California Ave
Bakersfield, CA 93309-7018
800 266-2107

Visalia Learning Center

301 East Acequia Ave
Visalia, CA 93291-6341
800 266-2107

Sacramento Valley Campus

2860 Gateway Oaks Drive
Sacramento, CA 95833-4334
800 266-2107

San Diego Campus

9645 Granite Ridge Drive
Suite 200
San Diego, CA 92123-2658
800 473-4346

El Centro Learning Center

3095 N Imperial Avenue
Suite 101
El Centro, CA 92243
760 355-1190

Southern California Campus

Main - Ontario

3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Gardena Learning Center

1515 W 190th Street
Suite #450
Gardena, CA 90248-4319
800 888-1968

La Palma Learning Center

6 Centerpointe Drive
La Palma, CA 90623-2503
800 888-1968

Lancaster Learning Center

1202 W Avenue J
Lancaster, CA 93534-2902
800 888-1968

Murrieta Learning Center

25240 Hancock Ave
Murrieta, CA 92562-5990
951 677-0883
800 888-1968

Pasadena Learning Center

299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

Hawaii Locations

Hawaii Main Campus

949 Kamokila Blvd
Suite 101
Kapolei, HI 96707-2082
808 693-8686

Nevada Locations

Las Vegas Campus

3755 Breakthrough Way
Las Vegas, NV 89135-3047
702 352-2936

Texas Locations

Dallas Campus

12400 Coit Road
Dallas, TX 75251-2004
972 385-1055

Houston Campus

11451 Katy Freeway
Houston, TX 77079-2004
713 465-9966

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University of Phoenix

University of Phoenix Senior Administration

Peter Cohen

President

Steven Gross

Chief Marketing Officer

Hinrich Eylers, Ph.D.

Vice Provost

College of Doctoral Studies

Chris Lynne

Chief Financial Officer

Raghu Krishnaiah

Chief Operating Officer

Srini Medi

General Counsel

Cheryl Naumann

Chief Human Resources

Officer

Doris Savron

Vice Provost

Colleges

Ruth Veloria

Chief Strategy and Customer

Officer

John Woods, Ph.D.

Provost and Chief Academic

Officer

Eric G. Rizzo

Senior Vice President,

Government Affairs

Jamie Smith

Chief Information Officer

Enrollment Services Administration

Brett Romney
Vice President, Enrollment
Services

Chris Gloor
Vice President, Enrollment
Services

Maria Zuzich
Vice President, Enrollment
Services

Jennifer Burrell
Vice President Enrollment,
Operations

Campus Administration

Bob Eoff, MAEd Vice President, Market Operations	Summer Van Pelt, PhD Campus Director Hawaii Campus
Yvonne Phelps, PhD Vice President of Academic Affairs	Renee Green, DM Director of Academic Affairs Hawaii Campus
LeeAnne Herbold, MAOM Vice President, Teaching Campuses	Lauri Perdue, MAOM Campus Director Las Vegas Campus
Jeannine Lake, MM VP, Market Services	Michelle Palaroan, EdD Director of Academic Affairs Las Vegas Campus
Lori Santiago, MBA Vice President Operations Transition Services	Chris Latson, BA Market Director Atlanta Market
Robert Gabriel, PhD Market Director Chicago Market	Ryan Hampton, MBA Campus Director Dallas Campus Houston Campus San Antonio Market
Miriam L. Frolow, PhD Market Director New Jersey Market	Albert E. Smothers, PhD Director of Academic Affairs Houston Campus
Mikal Powers, MBA, MS/P, MAED/AET Campus Director Southern California Campus	Jeffrey Hendrickson, MBA Campus Director Phoenix Campus
Jim Ghormley, DM Director of Academic Affairs Southern California Campus	Scott Myers, PhD Director of Academic Affairs Phoenix Campus
Kim Savich, MBA/GM Campus Director San Diego Campus	John Grabarczyk, DBA Director of Academic Affairs Dallas Campus
Joni Iglinski, MA Director of Academic Affairs San Diego Campus	Bob Danielle, EdD Market Director Western Washington Market
Joel Maier, MSM/MSP Campus Director Sacramento Campus	Craig Radel, MBA Market Director Philadelphia Market
Carlos Flores, MS Director of Academic Affairs Sacramento Campus	Justin Giacomino, BA Market Director Central Florida Market
Brooks Cornell, BSB/M Campus Director Central Valley Campus	Kent Blumberg, PhD Market Director Northern Virginia, DC Metro
Rita Stanziale, MAEd Director of Academic Affairs Central Valley Campus	Shannon Eckard, MBA Market Director Charlotte Market
Bruce Williams, MBA Market Director Bay Area Market	

FACULTY

COLLEGE OF GENERAL STUDIES

Deans

Dean

Briana Houlihan, MBA

Assistant Dean

Chris Jordan, DMA

Associate Dean

Susan Hadley, PhD

Jacquelyn Kelly, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- English
- Humanities; General Education, and History
- Mathematics
- Sciences

Faculty

Adachi, Dean, MBA

San Francisco State University

Amaral, Kelli, MA

California State University - Fresno

Anderson, Robert, MA

California State University - Dominguez Hills

Austin, Rodney, MS

California State University - Fresno

Badkerhanian, Armond, ME

Tehran University

Barnes, Janice, MPH

San Jose State University

Basinger, Matthew, MA

University of Colorado at Colorado Springs

Becker, Joseph, MBA

California State University - Fresno

Bennett, Anthony, MA

Holy Names University

Bishop, Paul, MA

National University

Bolton, David, EdD

University of Southern California

Breckenridge, Terry, MEd

Southern Illinois University Carbondale

Brewster, Michele, MTS

Harvard University

Brooks, Allan, MA

East Carolina University

Brown, Lenis, EdD

Northcentral University

Brunstedt, Stephen, MA

California State University - Bakersfield

Bunce, Kristofer, MA

San Diego State University

Buratovich, Thomas, MA

Fuller Theological Seminary

Burgoyne, Sondra, MA

California State University - Fullerton

Burke, Kevin, MPA

California State University -

East Bay

Cameron, Susan, MDiv

Fuller Theological Seminary

Carr, Firpo, PhD

Northcentral University

Chang, Darren, MA

National University

Clark, Heather, MA

Humboldt State University

Colclasure, Charles, MDiv

Westminster Theological Seminary

Connell, Suzann, MA

Pepperdine University

Cranon-Charles, Angela, MA

California State University - Long Beach

Daria, Mark, MBA

Woodbury University

Davies, John, MA

California State University - Bakersfield

De La Pena, Rick, MBA

National University

De Soiza, Rick, EdD

University of San Francisco

Dinsdale, Laura, MA

Southern New Hampshire University

Dunn, Arnette, MSW

University of Southern California

Eakins, Robert, MA

California State University - Sacramento

Eichmann, Kelly, PhD

Walden University

Elseifi, Mohamed, PhD

Virginia Polytechnic Institute and State University

Elshorafa, Waleed, EdD

Argosy University - Orange County

Fahrney, Susan, MPH

University of California - Los Angeles

Fallesen, Matthew, MBA

University of Phoenix

Fierro, Amanda, MA

California Baptist University

Flores, Carlos, MS

California State University -

University of Phoenix, 2021-2022

Sacramento	University-Pomona	University of Phoenix	California State University -
Frayne, Elizabeth, PhD	Hicks, Hilary, MA	Lomeli, Cherry, MPH	Los Angeles
Baylor College of Medicine	University of Michigan	Loma Linda University	Olick, Mark, MA
Fredrickson, Keith, MBA	Hiebert, Justin, DMin	Long, David, MDiv	California State University -
San Diego State University	Bethel University	Reformed Theological	Northridge
Frischkorn, Dennis, MBA	Horton, Vickie, MBA	Seminary	Oliver, Roger, MS
University of Phoenix	Northern Arizona University	Lord, Laurel, MS	University of California -
Gallegos, Mary Stela, MS	Hudson, David, MA	California State University -	Riverside
California State University -	Syracuse University	Fresno	Oshinuga, Olushina, EdD
Fresno	Huynh, Thu, PhD	Loscko, Robert, MAOM	Argosy University - Orange
Gandomani, Parviz, MS	University of California - Los	University of Phoenix	County
University of Oklahoma	Angeles	Maierhofer, Erik, PhD	Paggett Willis, Kimberly, MA
Garcia, Edward, MA	Hyman, Edward, PhD	University of California - San	Clark Atlanta University
National University	University of Southern	Diego	Pasupulati, Venkata, MBA
Gast, Monte, MA	California	Marlin, Daniel, MSCHE	University of Pennsylvania
University of California - Los	Iglinski, Joann, MA	New Jersey Institute of	Peterson, Mark, MS
Angeles	Georgetown University	Technology	Capella University
Gauri, Indira, MA	Inserto, Fathiah, PhD	Mauro-Atkinson, Luanne, MA	Pickering, Kenneth, PsyD
Loyola Marymount	Fielding Graduate University	Pacific Oaks College	Alliant International
University	Jackson, Arika, EdD	Mc Intyre, Michael, EdD	University Fresno
Gerdes, Louise, JD	California State University -	University of Southern	Pirrelli, Joseph, MA
University of Florida	Fresno	California	American Public University
Ghosh, Biman, PhD	James, Christina, PhD	Mc Whorter, Darriel, MS	System
The Pennsylvania State	Loyola University Chicago	University of La Verne	Puniak, Vanessa, MA
University	Johnson, Linda, PsyD	Mcmannus, Julia, MA	San Francisco State
Gilbert, Richard, PhD	Alliant International	California State University -	University
University of Southern	University Los Angeles	Sacramento	Pursley, Mark, MA
California	Johnson-Evans, Rochelle, EdD	Mickens, Astrid, DPH	Fuller Theological Seminary
Glossup, Melissa, MA	Argosy University - Los	Loma Linda University	Raby, Rosalind, PhD
University of North Texas	Angeles	Miclot, Stephanie, DM	University of California - Los
Gobeli, David, PhD	Joseph, Brian, EdD	Colorado Technical	Angeles
University of California - Los	University of Southern	University	Raby, Sarina, MA
Angeles	California	Milliron, Randa, MA	Claremont Graduate
Gordon, Sherman, DMin	Jouzi, Tariq, MSCHE	Duquesne University	University
United Theological Seminary	California State University -	Mitchell, Kimberly, MEd	Renteria, Martha, MA
Gotfredson, Karin, MS	Fullerton	University of California - Los	National University
National University	Keshtkar, Haleh, PhD	Angeles	Riegel, Rhea, MA Northwestern
Gourrier, Giselle, PsyD	University of California -	Moehl, Brian, MEPM	University
Alliant International	Davis	American Public University	Rodine, Edward, EdD
University Los Angeles	Kreber, Lisa, PhD	System	University of Southern
Grover, John, PhD	University of Colorado at	Motaleb, Pegah, EdD	California
University of California - Los	Boulder	California State University -	Rodriguez, Magtanggol, MMC
Angeles	La Zarre, Jack, PharmD	Bakersfield	Polytechnic University of The
Haddad, Shahir, MSE	University of Southern	Nainoa, Frank, MA	Philippines
California State University -	California	University of Southern	Rosen, Ian, PhD
Northridge	Lackpour, Martin, EdD	California	Alliant International
Halm, James, MA	Pepperdine University	Nelson, Maurice, MA	University Cornerstone
University of San Francisco	Lee, Kenneth, PhD	The University of	Ryan, Steven, MA
Hanke, Connie Yuen Ching, PhD	Columbia University In The	Connecticut	The City College of New York
Curtin University of Tech	City of New York	Nevin, Amanda, MDiv	of The City University of
Haugh, Christina, MAEd	Lee, Tsung, PhD	Austin Presbyterian	New York
California State University -	State University of New York	Theological Seminary	Saleh, Nashat, PhD
Fresno	at Stony Brook	Nikjeh, Esmaail, MS	Texas A&M University -
Heimiller, Josh, MA	Leiken, Erana, MA	California State University -	Kingsville
Azusa Pacific University	University of Richmond	Channel Islands	Sampson, Rakel, MA
Herb, Rhonda, PhD	Liesman, William, MIA	Nik-Khah, Said, MBA	California State University -
Regent University	Columbia University In The	University of Southern	Bakersfield
Hibdon, Anicia, MBA	City of New York	California	Sayed, Safouh, MSEE
California State Polytechnic	Lipot, James, MBA	Niknafs, Andy, MS	California State University -

Long Beach	College of Law
Schwartz Casey, Jenifer, MA	Yemut, Emad, MSCE
California State University -	California State University -
Fresno	Long Beach
Segovia, Sherrie, MA	Young, Kenneth, MPA
California State University -	California State University -
Northridge	Chico
Sempell, Russell, MS	Yuen, Janet, MA
California State University -	Pepperdine University
Bakersfield	
Shepard, Stephen, MA	
Phillips Graduate Institute	
Showers-Kelly, Deborah, MS	
California State University -	
Los Angeles	
Shumate, John, DMin	
Biola University	
Smith, Beverly, MA	
California State University -	
Northridge	
Smith, William James, MS	
National Defense University	
Soltani, Susan, MS	
Purdue University Global -	
Davenport	
Sparger, Ellen, PhD	
University of California -	
Davis	
Spier, Gerd, MA University of	
California - Berkeley	
Stanziale, Rita, MAEd	
California State University -	
Fresno	
Stern, Tyron, MA	
Antioch University	
Stevenson, Mary-Jean, MAEd	
California State University -	
San Bernardino	
Swoboda, Joseph, MMin	
Seattle University	
Thallapalle, Pradeep, MS	
Louisiana State University	
and A&M College	
Torres, Lawrence, MS	
California State University -	
Bakersfield	
Townsley, Brian, MPW	
University of Southern	
California	
Turner, Donielle, MS	
San Diego State University	
Valuiski, Alexander, MA	
University of Pretoria	
Ward, Catherine, MBA	
Pepperdine University	
Williams, Keisa, MSEd	
National University	
Wood, Shelly, JD	
Western State University	

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

Deans

Dean

Christina Neider, EdD

Assistant Dean

Bryan Vallance, MBA

Associate Dean

Franzi Walsh, DBA

Jean Miller, PhD

Sam Dutton, PhD

Dean Aslinia, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Criminal Justice
- Counseling
- Human Services and Social Work
- Public Administration
- Psychology

Faculty

Addesso, Patricia, PhD

Alliant International

University Cornerstone

Akins, Sheri, MS

California State University -

Bakersfield

Anning, Mark, MAM

National University

Babb, Cheryl, MSW

California State University -

San Bernardino

Baird, John, PsyD

Argosy University - Orange

County

Banton, Christa, EdD

Argosy University - Chicago

Bazant, Rick, PsyD

Alliant International

University Cornerstone

Beer, Adam, MA

Antioch University

Behl, Amanda, MFS

National University

Bennett, Natalie, MA

Alliant International

University Fresno

Blandford, Maureen, JD

National University

Brown, Eufemia, MPA

National University

Burt, Barbara, MS

University of La Verne

Burtis, Tyler, MA

Saint Mary's College of

California

Cannon, Aaron, PhD

Alliant International

University Cornerstone

Cantu, Roopa, MSW

New York University

Carbo, Anthony, PhD

Capella University

Cardenas, Gilbert, MA

Fresno Pacific University

Carrasco, Ivan, MA

National University

Carrier, Heather, MS

California State University -

Fresno

Chalvardjian, Cathia, MA

Pepperdine University

Charm, Corine, PhD

Pacifica Graduate Institute

Chaudhry, Shahzad, MS

California State University -
Bakersfield

Christiansen, Cynthia, MC

University of Phoenix

Cook, Bryan, MS

San Diego State University

Craft, Gina, PsyD

California Southern

University

Crawford, Michelle, MA

Pepperdine University

Cunningham West, Vanessa, MA

The George Washington

University

Daub, Christopher, PhD

Capella University

Daugherty, Dennis, MS

California State University -

Sacramento

Davis, Bindhu, PsyD

Alliant International

University Cornerstone

Dean, Peter, MA

Fresno Pacific University

Del Mese, Lawrence, MPA

California State University -

Northridge

Diaz, Ruben, MPA

National University

Dorough, Dustin, MPA

California State University -

Fresno

Edralin, Angelo, JD

Stanford University

Edwards, Norris, MA

California State University -

Bakersfield

Elliott, Tonya, MA

National University

Emerick, Timothy, PhD

Saybrook University

Espinosa, Robert, MPA

Capella University

Favors, Lynette, MAEd

University of Phoenix

Fernbach, Hrysso, PsyD

Yeshiva University

Gallimore, Timothy, MS

University of Phoenix

Gamache, Louis, MA

University of Redlands

Gamble, Susan, PsyD

Alliant International

University Los Angeles

Gin, Kimberly, MS

University of Phoenix, 2021-2022
FACULTY
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

University of New Haven	Regent University	Pichardo, Rudy, MPA	University Fresno
Gomez, Matthew, MBA	Johnson, Joy, MSW	California State University -	Swanson, Albert, MPA
National University	California State University -	Northridge	Troy University
Gomez, Rafael, MS	Bakersfield	Pollock, Jessica, MAEd	Takla, La Tanya, EdD
University of La Verne	Kaufman, Brian, MSW	Alliant International	Argosy University - Los
Gonzalez, Joe, MA	California State University -	University Cornerstone	Angeles
California State University -	Long Beach	Pruitt, Beverly, MA	Taylor, James, MA
Dominguez Hills	Keating, Kim, MA	National University	Chapman University
Green, Kai, MS	Phillips Graduate Institute	Reed, Hal, MA	Teh, James, JD
California State University -	Kennedy, Prudence, MSW	California State University -	University of The Pacific
Long Beach	San Diego State University	San Bernardino	Teramoto, Christine, MA
Gutierrez, Jess, MA	Knee, Leda, MSW	Rexroat, Katherine, MA	Chapman University
California State University -	Boston University	National University	Thacker, Stacey, MA
San Bernardino	Knight, Leonard, DPA	Richert, William, MA	National University
Hansen, Erika, EdD	University of La Verne	California State University -	Tiberg, Dianne, MS
Argosy University - Phoenix	Kyle, Kristin, PsyD	San Bernardino	California State University -
Harb, Juanita, PhD	California Southern	Ritschard, Jeffrey, JD	Fullerton
Pacifica Graduate Institute	University	University of California -	Torok-Mangasarian, Julie, MA
Harden, Joyce, MA	Lambert, Jason, MSW	Davis	National University
Antioch University	Walla Walla University	Roberts, James, MA	Trombley, Mary Jo, PhD
Hardin, Larry, MA	Lunceford, Lynn, MA	Azusa Pacific University	Howard University
Webster University	Alliant International	Rodriguez, John, JD	Underwood, Vicki, MSW
Haynes, Elizabeth, MA	University Cornerstone	Loyola Marymount	California State University -
National University	Madrigal, Mary, PsyD	University	Bakersfield
Hebron, Cynthia, MS	Saybrook University	Romain, Lisa, PhD	Vangerov, John, MS
California State University -	Malek, Bryce, PsyD	Alliant International	California Lutheran
Fresno	Phillips Graduate Institute	University Los Angeles	University
Henderson, Michael, MA	Marco, Christopher, MS	Rosales, Rosemarie, MS	Venegas, Mario, EdD
John F. Kennedy University	Saint Joseph's University	University of Phoenix	University of Southern
Herweck, Diana, PsyD	Marks, Mari, PhD	Rosen, Eric, MS	California
Alliant International	Florida Institute of	California State University -	Walton Ellis, Keasha, PsyD
University Cornerstone	Technology	Fresno	Argosy University - Orange
Hewett, Eugene, PhD	Mavrogeorge, Paul, MA	Rousch, Jennifer, PsyD	County
University of Southern	Fresno Pacific Biblical	Alliant International	Warren, Bethany, MSW
California	Seminary	University Los An	San Diego State University
Hill, Sharae, MA	Mc Lellan, Andrea, MA	geles	Watts, Brett, PhD
Argosy University - Los	Chapman University	Salazar, Wendy, MA	California Institute of Integral
Angeles	Mccormick, Jamey, MS	Pacifica Graduate Institute	Studies
Hillis, Jason, MPA	University of Phoenix	Schweon, Craig, PhD	Weaver, Bonita, MS
California State University -	Mcnutt, Bryan, PhD	The Pennsylvania State	University of Phoenix
Bakersfield	Pacifica Graduate Institute	University	Weintz, Donald Kirk, MA
Holzer, Jessica, MA	Miller-Galaz, Michelle, EdD	Scott, Joann, MSW	National University
Alliant International	Northeastern University	San Diego State University	Wheeler, Mary, MA
University Scripps Ranch	Mitchell, David, DMA	Shain, Roman, PhD	National University
Hudson, Mark, MS	The University of Georgia	California Southern	Wilson, Constant, MBA
California State University -	Moore, Germaine, MPA	University	National University
Fresno	National University	Shofner, Joe, MPA	Wilson, Stefani, MS
Huskey, Jason, JD	Natali, Elizabeth, MSW	California State University -	Oklahoma State University
Western State University	California State University -	Northridge	Zhukov, Vera, PsyD
College of Law	San Bernardino	Steele, Aimee, JD	Chicago School of
Hutchinson, Desirae, MS	Nazaretian, Peter, MS	University of California -	Professional Psychology
University of La Verne	California State University -	Davis	
Jablonski, Andrea, PsyD	Fresno	Stoick, Joshua, MS	
Alliant International	Parker, James, MS	California State University -	
University Cornerstone	University of Phoenix	Fresno	
Jacobs, Bonnie, PhD	Penski, Kendra, MSW	Storm, Karin, EdD	
Alliant International	San Diego State University	University of Phoenix	
University Los Angeles	Pettengill, Robert, MFS	Sulier, Kellie, PsyD	
Jenkins, Jennifer, MA	National University	Alliant International	

SCHOOL OF BUSINESS AND INFORMATION TECHNOLOGY

Deans

Dean

Kevin Wilhelmsen, PhD

Assistant Dean

Lisa Paulson, MSIM

Associate Dean

Joseph Aranyosi, MFA

Ahmed Omar, DBA

Kathryn Uhles, MSP

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Accounting
- Financial Planning
- Law and Ethics
- Management
- Functional Management
- Strategic Analysis and Planning
- Technology

Faculty

Abbott, Chrystal, MBA

Purdue University Global -
Davenport

Aizon, Antoniette, PhD

Alliant International
University Fresno

Aldape, Juan, MBA

University of Phoenix

Alexander, Woody, MBA

University of Missouri -
Kansas City

Allauddin, Ahmer, MS

Golden Gate University

Allen, Robert, MS

University of Southern
California

Allen, Thomas, MBA

University of La Verne

Allison-Aipa, Timothy, PhD

Alliant International
University Los Angeles

Andersen, Bruce, MS

Golden Gate University

Anderson, Jr., Marcus, MEd

Lamar University

Angst, Oswald, MIS

University of Phoenix

Apuan, Ralph, MBA

Keller Grad School of Mgt

Arellano, Roy, MIS

University of Phoenix

Arnold, Shaune, JD

University of California
Hastings College of Law

Ashtari, Bitu, JD

Oklahoma City University

Baker, Darryl, DBA

University of Phoenix

Baly, Scott, JD

California Western School of
Law

Barraza, Al, MBA

National University

Basic, Lamija, EdD

Brandman University

Basiulis, Algis, MS

University of Southern
California

Belgarde, Samara, JD

University of Southern
California

Benito, Rick, MMAS

United States Army
Command and General Staff

College

Billett, Antonio, MBA

California State University -
San Bernardino

Blevins, Gregory, JD

San Joaquin College of Law

Boggs, Robert, EdD

University of La Verne

Bookbinder, Hal, MA

University of Northern
Colorado

Bourgault, Charles, MS

Capella University

Bowman, Robert, MAOM

University of Phoenix

Brittian, Willetra, MA

Azusa Pacific University

Bugarin, Tem, DBA

Alliant International

University Cornerstone

Bullon, Brigitte, MBA

University of San Diego

Campas, Jr., Steven, MS

California State University -
Long Beach

Cardenas, Alexander, MAOM

University of Phoenix

Carty, Heidi, PhD

Loyola University Chicago

Castaneda, Andrew, MS

California State University -
Bakersfield

Ceballos, Michael, MBA

University of La Verne

Chambers, Linda, MBA

University of Phoenix

Charles, Colette, MA

National University

Chell, Dax, MBA

National University

Cheng, Chosen, MS

Carnegie Mellon University

Cheng, Joe, MBA

University of California - Los
Angeles

Cheng, Steven, MS

Syracuse University

Clark, Thelma, MS

Troy University

Clark-Harris, Alice, DM

University of Phoenix

Cons, Carlos, MBA

California State University -
Dominguez Hills

Cordero, Roberto, DBA

University of Phoenix	Galindo, Michael, MBA	Tulane University	West Coast University -
Cortes, Pete, MBA	Daniel Webster College	Iyengar, Arun, MS	Shatto
Loyola Marymount	Garcia, Catherine, MAOM	Polytechnic Institute of New	Landesman, Robert, MBA
University	Azusa Pacific University	York University	City University of New York -
Coughlin, Eileen, MPA	Garcia, Mitchell, MBA	Jackson, Janet, JD	Bernard M. Baruch College
Arizona State University	Keller Grad School of Mgt	University of Oregon	Larkin, Robert, DBA
Cripe, Krisda, DM	Gardner, Lori, MAOM	Jain, Sundeep, MSM	University of Phoenix
University of Phoenix	University of Phoenix	Oakland City University	Leon, John, MSCS
Crow, Elizabeth, MBA	Garrett, Steven, MBA	Jimenez, Francisco, MBA	California State University -
University of Phoenix	Capella University	University of Phoenix	Fullerton
Dalrymple, Samuel, MBA	Ghormley, James, DM	Johnson, Miesha, MPA	Lerner, Mary, JD
University of Phoenix	University of Phoenix	California State University -	San Joaquin College of Law
De Veto, Anthony, MM	Godat, Eric, MS	Northridge	Levitt, Catherine, DBA
Wayland Baptist University	Naval Postgraduate School	Johnson, Raymond, MBA	Alliant International
Dennis, Lela, MA	Goedhart-Humphrey, Christine,	University of Redlands	University Cornerstone
University of Arizona Global	MBA	Johnson, Vaughn, MS	Lindvall, John, MA
Campus	University of La Verne	California State University -	Claremont Graduate
Di Gaetano, Anthony, MAOM	Gonzales, Larry, MBA	Sacramento	University
University of Phoenix	The University of Dallas	Jordan, Constance, MBA	Loreto, Paul, JD
Doucet, Laron, EdD	Goodman, Jean, MBA	California State University -	Southwestern Law School
Pepperdine University	Loyola Marymount	Dominguez Hills	Lovitch, Ira, MBA
Dreighton, Richie, MPM	University	Joseph, Priyabal, MBA	University of Phoenix
Keller Grad School of Mgt	Green, Virginia, PhD	Pepperdine University	Luarca, Luis, MBA
Dumais, Claudine, EdD	Capella University	Kadevari, Ramana, MBA	University of La Verne
Pepperdine University	Greene, Rodney, MBA	University of Redlands	Maevers, Kevin, MAOM
D'urso, Daniel, MS	University of Phoenix	Kadlec, John, MBA	Chapman University
Rivier College	Gudea, Sorin, PhD	University of California -	Makofske, James, DBA
Ellis, Anthony, JD	Claremont Graduate	Riverside	Golden Gate University
University of Toledo	University	Kanouse, Kenneth, JD	Mangiameli, Fred, MBA
Ellis, Johnell, EMBA	Gutierrez, Elsa, MBA	Western State University	University of Southern
University of Southern	University of Phoenix	College of Law	California
California	Hayath, Israr, MS	Keehn, Kelly, MBA	Martin, Corinne, MBA
Elsayess, Mahmoud, PhD	California State University -	University of Southern	California State University -
Capella University	Dominguez Hills	California	Long Beach
Erickson, Arlys, MScA	Hayes, Chareese, MBA	Keller, Nyle, MBA	Martin, Gregory, JD
Central Michigan University	Purdue University Global -	University of Phoenix	University of Oklahoma
Ershadi, Dariush, MBA	Davenport	Kelly, Kathryn, PhD	Martin, Luke, JD
Central State University	Henderson, Bernard, MAOM	Claremont Graduate	California Western School of
Etherton, William, MAOM	University of Phoenix	University	Law
University of Phoenix	Henderson, Erin, MS	Kemmer, Kathleen, DBA	Martinez, Gerardo, MBA
Ettenheim, Margaret, MHROD	San Diego State University	Argosy University - Orange	California State University -
University of San Francisco	Hlaing, Kimberly, MA	County	Stanislaus
Farley, John, MBA	Claremont Graduate	Key, Robert, MBA	Martinez-Sanchez, Rocio, DSW
University of Phoenix	University	University of Phoenix	University of Southern
Fernandez, Jr., Guido, MBA	Hoffman, Lee, MBA	Khan, Amir, MS	California
University of La Verne	National University	Northwestern University	Massey, Calvin, MBA
Foote, Tracy, MBA	Holliday, Susan, MAOM	Khan, Farooq, MBA	National University
Webster University	University of Phoenix	Western Michigan University	Mathews, Dean, MBA
Fortuna, Peter, MA	Huber, Maria Ruby, MBA	Koboldt, Geoffrey, MBA	National University
California State University -	University of Phoenix	Pepperdine University	Mathis-Roberts, Shannon,
Fresno	Humphreys, John, EMBA	Krohn, Steven, MBA	MAOM
Francis, Dexter, PhD	Golden Gate University	California State University -	University of Phoenix
Capella University	Hurtarte, Jorge, PhD	Sacramento	Mc Guckian, Dennis, MBA
Freeman, Leslie, MA	Auburn University	Kuniyoshi, Susan, MBA	Dartmouth College
Webster University	Ibarra, German, MBA	California State Polytechnic	Mc Killip, David, JD
Fritch, John, PhD	Inter American University of	University-Pomona	University of The Pacific
Northcentral University	Puerto Rico Metropolitan	Kuntz, David, MBA	Mcdermott, Hamilton, MIT
Fritzenkotter, Stephen, MBA	Campus	University of Phoenix	American Intercontinental
National University	Inglis, Rob, MBA	Land, Jack, MSM	University

University of Phoenix, 2021-2022

Mcduffie, Martin, MHRM	Northcentral University	Singh, Amarjit, PhD	Williams, Constance, EdD
Keller Grad School of Mgt	Oslund, Larry, EdD	University of London	Fielding Graduate University
Meade, Jerry, MA	Pepperdine University	Singh, Mahesh, MBA	Williams, Kari, MBA
Fresno Pacific University	Page, Wesley, MAOM	University of Phoenix	National University
Mendezona, Matthias, MM	University of Phoenix	Sirirat, Boriphan, MS	Williams, Zeneo, EdD
University of The Philippines	Pay, Martin, MBA	National University	University of Southern
Miller, Kenneth, EdD	University of Phoenix	Smith, August, MBA	California
University of Southern	Payongayong, Noriel, MSCIS	Keller Grad School of Mgt	Wong, Jennie, EdD
California	University of Phoenix	Sommers, Carol, PhD	Pepperdine University
Miller, Petermax, EdD	Payton, Matiel, MS	Northcentral University	Woodard, Scott, MBA
Argosy University - Denver	California State University -	Spotswood, Robert, MBA	California State University -
Miller, Rae, MBA	Dominguez Hills	Pepperdine University	Stanislaus
California State University -	Perez, Francisco, MBA	Stack, Ginger, MBA	Woods, Timothy, PhD
Dominguez Hills	University of Phoenix	University of Phoenix	Walden University
Mirza, Agha, MBA	Peterson, Susan, MBA	Stapp, Griffen, MBA	Woodward, Tricia, JD
California State University -	East Tennessee State	University of Phoenix	California Western School of
Bakersfield	University	Starr-Parker, Symone, DM	Law
Morales, Rosemary, DM	Piccillo, Sandra, MBA	University of Phoenix	Wyatt, Amber, MIT
University of Phoenix	University of Redlands	Stotts, Janet, MBA	American Public University
Mumford, Malcolm, MBA	Powers, Mikal, MS	University of Phoenix	System
Harvard University	University of Phoenix	Swafford, Jr., Richard, MIS	Xiong, Blong, MBA
Murphy, Maureen, MBA	Rangwala, Mehul, MBA	University of Phoenix	National University
University of California - Los	University of California -	Taousakis, Michael, MS	Xu, Yaping, MS
Angeles	Davis	Virginia Polytechnic Institute	Dartmouth College
Naraghi, Mehdi, MS	Rodriguez, Jimmy, JD	and State University	Yeager, Michelle, MS
American University Dc	San Joaquin College of Law	Telado, Felix, MBA	San Diego State University
Nelson, Cheryl, DPA	Roe, Michael, MS	University of Phoenix	Young, Stephen, PhD
University of La Verne	Union Institute and	Thiele, Brian, MBA	Walden University
Nelson, Glenn, JD	University	Golden Gate University	Zecca, Mark, PhD
University of California - Los	Rudick, Danny, MBA	Thomas, Diannah, MA	Capella University
Angeles	The University of	Fresno Pacific University	Zhang, Hedy, JD
Nezerwe, Yvan, DBA	Connecticut	Thompson, Darrell, MS	University of Wisconsin -
Alliant International	Sanderson, Michael, MBA	National University	Madison
University Cornerstone	University of Phoenix	Thurman-Bowen, Traci, MA	
Nguyen, Hoang, PhD	Sarkany, Lynn, MBA	University of Redlands	
University of Illinois at	Claremont Graduate	Treeby, Ross, MS	
Urbana-Champaign	University	Golden Gate University	
Nguyen, Lam, MS	Say, Tania, MBA	Tripodes, Dean, MBA	
Golden Gate University	National University	Claremont Graduate	
Nichols, Roger, MA California	Scheitrum, Ward, MBA	University	
State University - San	California State University -	Valenzuela, Larry, MPA	
Bernardino	Fresno	San Diego State University	
Nommensen, Neil, MPA	Schloss, Louann, MBA	Vorsanger, Charles, MS	
Indiana University -	San Diego State University	University of Southern	
Northwest	Schorling, Douglas, JD	California	
Norcross, David, MSBA	University of California -	Wadsworth, Gloria, MAOM	
University of Wyoming	Davis	University of Phoenix	
Obeidat, Sara, MS	Scipio, Andre, MBA	Walker, Tina, DM	
University of San Francisco	Pepperdine University	University of Phoenix	
O'brien, John, MBA	Sell, Robert, MS	Walle, Kristin, EdD	
Rensselaer Polytechnic	California State University -	Pepperdine University	
Institute	Fresno	Wang, Kun, MS	
O'brien, John, JD	Sharghi, George, DBA	California State University -	
Michigan State University	Alliant International	Fresno	
Ohanesian, Fredrick, EdD	University Scripps Ranch	Watson, Lena, DHS	
Pepperdine University	Sharifzadeh, Mohammad, PhD	Nova Southeastern	
Okpara, Neruka, DPA	Walden University	University	
University of La Verne	Sims, Richard, MA	Wilkinson, Jay, MBA	
Oni, Oludotun, PhD	University of Dayton	National University	

COLLEGE OF HEALTH PROFESSIONS

Dean

Mark Johansson, DHSc

Assistant Dean

Nye Clinton, MBA

Associate Dean

Heather Steiness, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Health
- Public Health

Faculty

Aish, Nathan, MPH
Ohio State University
Almaden, Stefany, PhD
Walden University
Alvarado, Sheela, MA
University of San Francisco
Amos, Qiana, MPA
Loma Linda University
Campbell, Marquez, MAS
University of California - San Diego
Cathro, Heather, PhD
University of Phoenix
Do, Tram Emily, JD
Kaplan University
Ferguson, Donna, MBA
University of Phoenix
Gregory, Lynn, MA
Brandman University
Lee, Lily, EdD
Capella University
Luu, Arlene, JD
California Western School of Law
Nathan, Stephanie, MPH
Loma Linda University
Nguyen-Grozavu, France, PhD
University of California - Los Angeles
Nwadike, Bismarck, MHA
University of La Verne
Perez, Vivian, MPA
San Diego State University
Pi, John, MBA
Keller Grad School of Mgt
Price Noble, Kelly, DHA
University of Phoenix
Saechao, Diana, MA
Brandman University
Sandoval, Ramiro, MBA
National University
Schultz, Richard, PhD
Walden University
Sevilla, William, MBA
Golden Gate University
Slaughter, Djuanique, MPA
California State University - Dominguez Hills
Tam, Tobey, PhD
University of California - San Diego
Wade, Warren, PhD
California Institute of Technology

Young, Rachelle, MIS
University of Phoenix

COLLEGE OF NURSING

Deans

Dean

Kathleen Winston, PhD

Associate Dean

Francine Nelson, PhD

Raelene Brooks, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Nursing: MSN-FNP
- Nursing: Pre-licensure
- Nursing: MSN
- Nursing: RN to BSN
- Nursing: DNP

Faculty

Abbott, Jenny, MSN
University of Phoenix

Aquino, Catherine, MSN
University of Phoenix

Ares, Terri, PhD
Villanova University

Avila, Pamela, DNP
Wilkes University

Axman, Linnea, DPH
The George Washington University

Azores, James, MSN
Concordia College - Manila

Bafaloukos, Carol, DNP
Frontier Nursing University

Bai, Yan, MS
California State University - Long Beach

Barber, Regina, MSN
University of San Francisco

Bashaw, Erin, DNP
University of San Francisco

Battick, Arvella, DNP
Walden University

Black-Robinson, Louise, DNP
Western University of Health Sciences

Blanco, Roy, MS
California State University - Sacramento

Bradley, Darlene, PhD
Capella University

Bryant, Pamela, MSN
University of Phoenix

Chaffee, Mark, BSN
University of Phoenix

Chimienti, Sabrina, DNP
Western University of Health Sciences

Cota, Stephanie, MHA
University of Phoenix

Da Costa, Brenda, MSN
University of Phoenix

Delgado, Janet, MN
University of Washington

Devkaran, Minu, MSN
University of Phoenix

Evans, Marlene, MSN
University of San Francisco

Fernandez, Lea, MSN
Liberty University

Garrett, Liana, MN
University of California - Los Angeles

Goldsmith, Camille, MN
University of California - Los Angeles

Greenberg, Victoria, MS
California State University - Long Beach

Hagenbaugh, Rachel, MSN
California State University - Dominguez Hills

Hagerty, Marylyn, DNP
Walden University

Hamilton, Randall, DNP
Frontier Nursing University

Hankins, Julie Ann, MSN
California State University - Long Beach

Hettig, Julie, MSN
California State University - Long Beach

Horper, Penny, MS
University of California - San Francisco

Huley, Pamela, MSN
University of Phoenix

Khaghani, Fatemeh, EdD
Pepperdine University

Lee, Julia Chaw-Chih, DNP
California State University - Fresno

Lewis, Stephanie, MN
University of Phoenix

Long, Kimberly, DHA
University of Phoenix

Lozano, Kathleen, MSN
University of Phoenix

Lund, Carla, MS
California State University - Dominguez Hills

Lush, Mary, PhD
University of California - San Francisco

Mahoney, Helen, MD
University of California - Irvine

Migaud, Margaret, DNP
Robert Morris University

Millar, Jennifer, MSN
University of Phoenix

Miller, Hilary, MSN
University of Phoenix

Monroe, Pamela, MSN
Walden University

Parackal, Elizabeth, DNP
Grand Canyon University

Pence, Debra, MSN

University of Phoenix
Porter, Pamela, DNP
Western University of Health
Sciences
Potter, Susan, MSN
University of Phoenix
Reynolds, Charles, PharmD
University of Southern
California
Rhodes, Torri, MSN
University of Phoenix
Riccio, Patricia, PhD
University of California - Los
Angeles
Sandoval, Carolina, DNP
Azusa Pacific University
Silveri, Charles, DNP
University of New Mexico
Simien-Robnett, Litanya, MSN
California State University -
Dominguez Hills
Stecker, Mona, DNP
West Virginia University
Tsai, Lita, MA
New York University
Turingan, Elisabeth, DNP
Grand Canyon University
Velasquez, Mary, MS
University of California - San
Francisco
West, Katharine, DNP
California State University -
Fresno
Zepeda, Martha, DNP
Walden University

COLLEGE OF EDUCATION

Deans

Dean

Pamela Roggeman, EdD

Assistant Dean

Jon Lewis, MAE

Associate Dean

Ashley Bartley, MAEd

Lisa Ghormley, MAED

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Administration and Supervision
- Adult Education and Training
- Continuing Education
- Curriculum and Instruction
- Teacher Education

Faculty

Armstrong, Allison, MAEd
California State University -
Sacramento

Curci-Reed, Lori, EdD
University of West Florida

Elliott, Thomas, EdD
University of Phoenix

Hickman, Ryan, MA
National University

Januse, Jaime, MEd
National University

Pendleton, Gay Lynn, EdD
Argosy University - Santa
Monica

Randall, John, EdD
La Sierra University

Taylor, Julia, MA
University of California - San
Diego

Tocco, Helen, MAEd
San Diego State University

COURSE GUIDE- COURSE DESCRIPTIONS

2021-2022

UNIVERSITY OF PHOENIX

Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic Catalog constitute all active credit-bearing University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th of the previous month. Please contact a University representative for additional details about course availability and course information for a specific location or modality of instruction.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	Activity Description
ACC 210	Accounting Information Systems	3	This course introduces accounting students to the use of accounting systems and real-world applications, such as QuickBooks. Areas of study include fundamental concepts and technologies, the Internet, intranets, electronic commerce, information systems development, accounting and bookkeeping principles, decision support systems, and the preparation of accounting-related documents and statements in QuickBooks.
ACC 290	Principles of Accounting I	3	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 290T	Principles of Accounting I	3	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 291	Principles of Accounting II	3	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.

ACC 291T	Principles of Accounting II	3	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.
ACC 316	QuickBooks	3	This course introduces accounting students to the use of accounting systems using QuickBooks. Topics include: QuickBooks basics, setting up a company, and the management of financial information.
ACC 316T	QuickBooks	3	This course introduces accounting students to the use of accounting systems using QuickBooks. Topics include: QuickBooks basics, setting up a company, and the management of financial information.
ACC 326	Managerial Accounting	3	

ACC 326T	Managerial Accounting	3	This course provides an introduction to managerial accounting and covers various fundamental concepts relating to the accounting environment. Topics include: cost concepts and allocation, short-term and long-term financial assets, current and long-term liabilities, contributed capital, stock holder equity, and the analysis of financial statements.
ACC 349	Cost Accounting	3	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 349T	Cost Accounting	3	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 400	Accounting for Decision Making	3	This course focuses on effective decision making as it relates to accounting and financial activities in a business enterprise. Course topics will include cost management, budgeting, business operations, financial management, and financial analysis. Students will develop the necessary analytical tools to enhance business operations.

ACC 421	Intermediate Financial Accounting I	3	This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows, and full disclosure issues.
ACC 421T	Intermediate Financial Accounting I	3	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422	Intermediate Financial Accounting II	3	This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, as well as cash and cash equivalents. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.
ACC 422T	Intermediate Financial Accounting II	3	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.

ACC 423	Intermediate Financial Accounting III	3	This course is the third of a three-part series of courses related to intermediate accounting. This course examines owners' equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.
ACC 423T	Intermediate Financial Accounting III	3	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes and errors, and the statement of cash flows.
ACC 455	Corporate Taxation	3	This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456	Individual/Estate Taxation	3	This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 460	Government and Non-Profit Accounting	3	This course covers fund accounting, budget and control issues, revenue and expense recognition, and issues of reporting for both government and non-profit entities.
ACC 491	Contemporary Auditing I	3	This course is the first in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.
ACC 492	Contemporary Auditing II	3	This course is the second in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.
ACC 497	Advanced Topics in Accounting Research	3	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

ACC 537	Financial Accounting	3	In this course, students are introduced to the basic concepts and methods of corporate financial statements commonly used by investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.
ACC 541	Accounting Theory & Research	3	In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder's equity, and a program overview.
ACC 542	Accounting Information Systems	3	In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543	Managerial Accounting & Legal Aspects of Business	3	In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting; cost analysis; management planning and control; negotiable instruments; secured transactions; debtor-creditor relationships; property and insurance; and legal aspects of employment and environment.

ACC 544	Internal Control Systems	3	In this course, students gain a broad perspective of the control environment and the role it plays in attainment of financial and operational goals of the organization. Topics include an overview of the control environment, risk management, internal control systems, control activities for business functions, controls for information technology systems, and reporting on internal controls.
ACC 545	Financial Reporting	3	This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546	Auditing	3	In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACC 547	Taxation	3	In this course, students develop an understanding of the federal income tax law and its application to individuals, partnerships and corporations. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S corporations, and partnerships.

ACC 548	Not-for-Profit & Government Accounting	3	In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.
ACC 556	Forensic Accounting	3	In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.
ACCCB 543	Managerial Accounting and Legal Aspects of Business	3	<p>In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.</p> <p>Competency 13: The student will analyze key aspects of managerial accounting and capital budgeting to drive effective business decisions</p> <p>Competency 14: The student will employ strategic decision-making methods to budget, track, analyze, and control business costs.</p> <p>Competency 15: The student will evaluate laws, regulations, and business risks associated with business operations.</p>
ADM 511	Personnel Administration for Educators	3	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.

ADM 512	Leadership Strategies for Educators	3	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards. Participants also explore ways to facilitate positive school change.
ADM 513	School Law for Educators	3	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 514	School Finance for Educators	3	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.
ADM 516	Ethical and Legal Issues for Administrators	3	This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.

ADM 517	Special Education Program Administration	3	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.
ADMIN 500	Orientation to Administration and Supervision	0	This course is designed to provide an orientation to the primary components of the Master of Arts in Education/Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
ADMIN 518	Leadership and Collaborative Processes	3	This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams.
ADMIN 524	Supervision of Curriculum, Instruction and Assessment	3	This course examines principals' responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

ADMIN 528	Administration of Special Programs	3	This course provides students with an overview of an administrator's role in a wide array of special programs offered in public schools today. Candidates examine programs and services geared towards diverse student populations, including special education, English learners (EL), gifted education, Title I, alternative education, early childhood, career readiness, and school counseling programs. In addition, candidates learn about the importance of student and teacher leadership, as well as Response to Intervention (RTI) as a model for school improvement.
ADMIN 536	School Finance and Facilities Management	3	This course provides an overview for principal candidates in the basic concepts of school finance and facilities management. Topics include school funding and finance, legal and political issues of school funding, and the benefits of school funding. Principal candidates will also examine issues regarding facilities planning and management. Principal candidates will participate in field experiences related to school finance and facilities management.
ADMIN 555	School Policy and Law for Principals	3	This course examines legal and ethical principles and practices in the context of the educational setting. The legal framework, laws, liability, curriculum, attendance, religion, and school safety are all discussed, analyzed, and applied to current educational practices.
ADMIN 560	Human Resources Leadership and Management	3	This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

ADMIN 565	School Improvement Processes	3	This course focuses on the use of assessments in K-12 education and their role in developing school improvement plans from a principal's perspective. Candidates review the types of assessments that a school leader needs to be familiar with, the data they generate, and how to interpret the data for decision-making purposes. In addition, the instructional improvement model and the process of continuous school improvement are explored.
ADMIN 570	Equity, Diversity, and Access in Education	3	This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 575	Family, Community, and Media Relations	3	This course focuses on the role of the school principal as a catalyst in developing and maintaining relationships with families, business and community groups, and the media to support a school's vision and programs. Candidates examine the importance of public relations, effective communication practices, and strategies for identifying a community's resources, interests, and needs. Candidates will also analyze ethical considerations for working with external stakeholders, establishing effective media relations, and building business partnerships to benefit their school and community. In addition, candidates plan a social action project that involves school, families, community, and the media.
ADMIN 591A	Principal Internship Part I: Instructional Leadership	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.

ADMIN 591B	Principal Internship Part II: Organizational Management	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.
ADMIN 591C	Administrative Internship Part III: Professional Practice	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
ADMIN 594A	Administrative Practicum Part I: Instructional Leadership	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.
ADMIN 594B	Administrative Practicum Part II: Organizational Management	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

ADMIN 594C	Principal Practicum Part III: Prof Perspectives & Ref Prac	1	This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
AET 500	Foundations of Adult Learning Theory	3	Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.
AET 508	Community-Based Education	3	This course provides an analysis of community-based programs and services available for adult learners. Students examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. In addition, students examine issues, trends, and barriers to success for adult learners. Students also review special populations of adult learners and their needs for community-based education.
AET 552	Marketing Adult Education	3	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.

AET 560	Facilitating Change	3	Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.
AET 562	Social Media for Professional Learning	3	Learners are introduced to the use of social media tools and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570	Program Development in Adult Education	3	Learners examine a leader's role in developing and managing adult education within an organization. Learners define the organization's learning needs from a systems perspective, review the leader's role in management of multicultural training, and understand return on investment methodologies. In addition, learners review topics about networking and partnerships for successful learning, and identifying future trends in training and program development.
AJS 503	Intro to Graduate Study in Criminal Justice and Security	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Students will learn program standards and objectives, graduate-level oral and written communication, collaboration, as well as locating, evaluating, and citing scholarly resources in the criminal justice and security disciplines.

AJS 504	Survey of Justice and Security	3	This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
AJS 505	Foundations of Justice and Security	3	This foundational course introduces the philosophies and relationships between policing, the court systems, corrections, and private security. Students will learn about public safety organizations and private sector organizations.
AJS 514	Criminological Theory	3	This is an advanced course in theories and crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.
AJS 515	Criminological Theory and Risk Mitigation	3	This advanced course focuses on theories of criminology, crime causation and victimization to include classical, biological, psychological, and sociological theories. Prevention strategies and victimogenesis considerations are addressed. Risk mitigation theories and application principles will also be surveyed as they relate to criminological theories.

AJS 524	Cybercrime and Information Systems Security	3	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, and data associated with information systems.
AJS 525	Cybercrime and Information Security	3	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, social media or other virtual platforms, and data associated with information systems.
AJS 534	Organizational Administration in Justice and Security	3	This course explores the various elements of organizational leadership and administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 544	Ethics in Justice and Security	3	This course examines the theoretical and philosophical basis of ethics and the standards of professional conduct applicable to justice and security agencies. Emphasis is placed on ethical dilemmas, the role of ethics in forming policy, and ethical decision-making. The course also explores procedural justice and transparency within an organization, the use of federal consent decrees, and the influence of diversity and equity on criminal justice and security practices.

AJS 554	Concepts of Physical and Personal Security	3	This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.
AJS 555	Critical Incident and Risk Management	3	This course examines the interrelationships between organizational risk assessment and consequence management within the context of justice and security organizations. Specifically, the course will examine organizational risk mitigation and management strategies, physical facility security, personal protection and the role of critical incident management.
AJS 564	Management of Institutional Risk and Critical Incident Mgmt	3	This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, we will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.
AJS 565	Strategic Planning in Criminal Justice and Security	3	This course discusses the role of strategic planning in attainment of the long-term mission and vision of criminal justice and security organizations. Students learn to create a common framework for organizational decision-making and resource investment. Essential elements of strategic planning are addressed, including the development, deployment, and performance measurement processes required to ensure that strategic plans remain relevant and dynamic. The relationship between strategic, operational, and tactical planning is also clarified.

AJS 574	Finance and Budgeting in Justice and Security	3	This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 583	Legal Issues in Justice and Security	3	This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society.
AJS 584	Forensic Science and Psychological Profiling	3	This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.
AJS 586	Public Policy Issues	3	This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 587	Contemporary Issues in Investigative Methodologies	3	This course provides the student with a fundamental understanding of forensic science, data, technology, behavioral profiling, and the application of scientific methodologies to the investigative process.
AJS 590	Public Policy and Civil Rights	3	This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society. The potential conflicts between public policy and civil rights will be discussed.
AJS 594	Program Development and Evaluation	3	This course prepares the student to identify operational goals, objectives, and evaluation of criminal justice or security programs within society. This course will provide an understanding of the application of key concepts, methods, and approaches in the field of program evaluation within the criminal justice and security profession.
APB 001	Assessment Period	0	This is assessment break period 001.

APB 002	Assessment Period	0	This is assessment period break 002.
APB 003	Assessment Period	0	This is assessment period break 003.
APB 004	Assessment Period	0	This is assessment period break 004.
APB 005	Assessment Period	0	This is assessment period break 005.

APB 006	Assessment Period Break 006	0	This is assessment break period 006.
APB 010	Assessment Period Break	0	This is an assessment period.
APB 020	Assessment Period Break	0	This is an assessment period.
APB 030	Assessment Period Break	0	This is an assessment period.

APB 040	Assessment Period Break	0	This is an assessment period.
APB 050	Assessment Period Break	0	This is an assessment period.
APB 060	Assessment Period Break	0	This is an assessment period.
APB 070	Assessment Period Break	0	This is an assessment period.

APB 080	Assessment Period Break	0	This is an assessment period.
APB 090	Assessment Period Break	0	This is an assessment period.
APE 515	Elementary Content Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the elementary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of elementary content, along with current research on pedagogy, are explored. This course provides teacher candidates with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
APE 518	Elementary Models, Theories, and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.

APE 522	Elementary - Effective Learning Climates	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APE 537	Elementary Curriculum and Assessment- Reading/ELA	3	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on the observations of groups of students in elementary education settings, is incorporated into the course requirements.
APES 514	Survey of Special Populations	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
APES 545	Clinical Practice	3	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

APES 562	Assessment and Evaluation	3	This course provides the teacher candidate with the methodology to assess student learning effectively. The focus is placed on providing teacher candidates with the tools necessary to use, interpret, and evaluate student growth in order to inform instruction. Teacher candidates explore a variety of assessment tools and construct objective and performance assessments.
APMT 315	Technology and Society	3	This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build social and material capital. A special focus is on the benefits technology accrues to humans and communities, as well as potential harmful effects of engaging with technology.
APMT 430	Social Media and Human Interaction	3	This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology-mediated relationships, and social etiquette in cyberspace.
APMT 440	Influence of Media on Behavior	3	This course explores the ways in which contemporary media shape cultures and human behaviors, including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education, and celebrity culture.

APMT 460	Cyber Communications	3	This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations and cyber commerce.
APMT 470	Digital Learning	3	This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings.
APS 508	Secondary - Models, Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
APS 523	Secondary - Effective Learning Climates	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, developing the classroom as a community, engaging and motivating the learner, communicating with parents, managing disruptive students, and connecting with diverse learners. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.

APS 542	Secondary Curriculum and Assessment-Reading Methods	3	This course focuses on the most current research, theory, and methods of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
APS 559	Secondary Content Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. The teacher candidate will use assessment data to enhance instruction that meets the students' varied learning needs. Teacher candidates will promote critical thinking, apply essential strategies, and incorporate meaningful context to promote a deeper understanding of content. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored.
APSE 559	Foundations of Special Education	3	This course examines the foundations of special education and introduces the characteristics of learning disabilities. State and federal regulations for the referral process, available programs or service delivery options, and Individualized Education Programs are examined. In addition, assessment and remediation techniques, instructional strategies, and classroom management practices are explored as well as the use of appropriate classroom materials. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APSE 570	SPED Curriculum and Assessment-Reading/ELA	3	This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will examine the foundations of reading development as well as formal and informal reading assessments used to identify students' strengths, weaknesses, and reading levels. Instructional techniques, including research-based phonics instruction, strategies for teaching learners with dyslexia, and intervention practices for working with exceptional learners are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.

APSE 575	Mathematics Instruction for SPED	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction and professional practices.
APSE 576	Characteristics of Autism Spectrum Disorders	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
APSE 578	SPED -Model Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
APSE 584	Learning Disabilities and Language Development Disorders	3	This course examines the characteristics of students with learning disabilities and language and development disorders. The teacher candidate will analyze and implement classroom management, instructional strategies, assessment, and augmentative and alternative technologies based on the needs of the students through a comprehensive lesson plan. Attention is given to the referral process and available program or service delivery options.

ARTS 100	Introduction to the Visual and Performing Arts	3	This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development.
ARTS 230	Survey of the Visual Arts	3	This course offers a foundation in analysis of the elements and styles in the visual arts. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning and the ability to make critical judgment based on principles of art.
ARTS 340	Exploration of Western Classical Music	3	This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.
AUT 510	Autism Spectrum Disorders: Foundations	3	This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn assessment and diagnosis processes, interventions, accommodations, and supports, with emphasis on current evidence-based practices.

AUT 512	Autism Spectrum Disorders: Communication and Socialization	3	This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.
AUT 513	Autism Spectrum Disorders: Behavior Management	3	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.
BCC 395	Contemporary Issues and Futures in Cybercrimes	3	This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.
BCC 400	Information Systems Fundamentals	3	This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.

BCC 401	Cybercrime in the 21st Century	3	This course explores developments and changes in the commission of crime, and the corresponding efforts to combat crime, brought about by the rapid creation, adoption, and expansion of technology. Specific topics include: how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, various types of cyberthreats, exploring the cybercriminal, and criminal justice efforts involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.
BCC 402	Cybercrime and Role of Law Enforcement Security Personnel	3	This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders, provide service to their communities.
BCC 403	Global Technology and Cybercrime	3	In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cyber technology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.
BDAT 376	Preparing Data for Analysis	3	This course covers prepping, cleaning, organizing and augmenting data for analysis. Students learn how to prepare data by cleaning it, creating the necessary variables, and formatting all variables, transcribing data, adjusting data that requires weighting and scale transformations and selecting the data analysis strategy.

BIO 101	Principles of Biology	3	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 101T	Principles of Biology	3	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 280	Conservation Biology	3	This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.
BIO 290	Anatomy and Physiology I	4	Anatomy and Physiology I is the first of a two-course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.

BIO 291	Anatomy and Physiology II	4	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.
BIO 315	Ecology and Evolution	3	This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.
BIO 330	Invertebrate Zoology	3	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.
BIO 335	Entomology	3	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.

BIO 340	Microbiology	3	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.
BIO 350	General Biology I	4	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.
BIO 351	General Biology II	4	This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through the completion of virtual labs.
BIO 405	Human Biology	3	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.

BIO 410	Genetics	3	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.
BIS 221	Introduction to Computer Applications and Systems	3	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 221T	Introduction to Computer Applications and Systems	3	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 320	Business Information Systems	3	This course provides instruction on the use of Business Information Systems. Students apply Microsoft® Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.

BLE 571	Instructional Techniques and Methods	3	This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.
BPA 200	Public Sector Communications	3	This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to, include: memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.
BPA 201	Foundations of Public Administration	3	This course serves as an introduction to the study of public administration. During this course, students will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.
BPA 211	Foundations of Federal, State, and Local Government	3	This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.

BPA 221	Critical Thinking and Decision Making in the Public Sector	3	This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.
BPA 300	Politics and Citizenship: the Public Policy Environment	3	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 311	Principles of Governmental Accounting	3	This course focuses on principles of governmental accounting and budgeting. This course emphasizes financial statement preparation and analysis, internal controls, regulatory environment, and compliance. Students will gain knowledge in the civic implications of local, state and federal budgets.
BPA 321	Personnel Management	3	This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at-will, volunteer and non-profit personnel.

BPA 331	Financial Management for Non-Profit Organizations	3	This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non-profit organizations as well as in the international arena.
BPA 341	Public Programs: Implement and Evaluate in a Dynamic Setting	3	This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.
BPA 351	Research in Public Administration	3	This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
BPA 361	Grant Writing	3	This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.

BPA 371	Intergovernmental Relations	3	This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public- public and public- private, will be explored as will the use of quasi-governmental agencies.
BPA 381	Public Administration Policy, Legal Issues, Law & Ethics	3	This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.
BPA 410	Government and Non-Profit Accounting	3	Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.
BPA 411	Public Finance: Sources, Management, and Reports	3	This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.

BPA 421	Organizational Behavior and Ethical Responsibility	3	This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.
BPA 431	Leadership in the Public Sector	3	Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.
BPA 441	Urban and Regional Planning	3	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.
BPA 451	Capital Improvement Planning & Management	3	As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal/restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.

BPA 461	Contemporary Issues in Public Administration	3	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.
BRM 216	Introduction to the Retail Industry	3	This course provides students with an overview of the retail industry. Topics include an examination of basic principles and terminology, the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.
BRM 226	Customer Service Management	3	This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on using technology to improve customer service and managing customer interactions to enhance competitive advantage within the retail sector.
BRM 236	Sales, Tools, and Strategies	3	This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.

BRM 246	Retail Marketing: Merchandising	3	This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics. Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.
BRM 266	Retail Operations: Supply Management	3	This course is an examination of the retail operations function of retail management, including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.
BRM 276	Leadership and Supervision in Retail Capstone	3	This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of student in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.
BRM 353	Product and Brand Management	3	This course presents an analysis of product and brand management as it relates to the goods and services life cycle from conception to purchase. Upon completion of this course, students will be prepared to design and implement successful product and brand development strategies that deliver value to consumers.

BRM 360	Retail Data Analytics for Decision Making	3	The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional "brick and mortar" locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.
BSA 250	Foundations of Data Analytics	3	This course introduces practices in data analytics foundational to the industry and the field of data analytics. Covered are theories of analytics, the phases of the analytics lifecycle, analysis and exploration of data, relevant statistics for data modeling, data visualization, and the tools used for data analytics.
BSA 310	Business Systems	3	This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, and decision support. Emphasis is placed upon the selection, implementation, and use of information systems, the potential for integration of the systems, and information systems security.
BSA 375	Fundamentals of Business Systems Development	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

BSA 376	Systems Analysis and Design	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development with a focus on application within health care. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.
BSA 385	Intro to Software Engineering	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.
BSA 411	Systems Analysis Methodologies	3	This course provides an overview of planning a business analysis approach, which includes business analysis, requirements elicitation, enterprise analysis, and solution assessment.
BSA 412	Systems Analysis Tools	3	This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools - computer and non-computer supported. Emphasis is placed on when and how Microsoft® Visio® may be used for analysis.

BSA 413	IT Service Management	3	This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL) ® framework. The ITIL® framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.
BSA 425	BSIT Capstone	3	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSA 500	Business Systems I	3	This course introduces business systems. The course reviews the basics of the business environment and influences on that environment. Accounting and finance business systems are also reviewed.
BSA 502	Business Systems II	3	This course reviews the following business systems: marketing, sales, human resources, operations, and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 505	IS Auditing Processes	3	<p>This course focuses on information systems auditing, IT governance and protection and control of information assets. Topics include laws, regulations, standards, guidance, techniques, and professional ethics.</p> <p>This course is aligned to The Process of Auditing Information Systems domain of the ISACA CISA job practice areas.</p>
BSA 510	IT Governance and Management	3	<p>This course focuses on providing assurance that the organization has the structure, policies, accountability mechanisms, and monitoring practices in place to achieve the requirements of governance and management of IT.</p> <p>This course is aligned to the Governance and Management of IT domain of the ISACA CISA job practice areas.</p>
BSA 515	Acquisition, Development and Implementation of IS	3	<p>This course focuses on the practices for acquiring, developing, testing, and implementing information systems to meet the organization's strategies and objectives. Topics include business case development, supplier selection, project management, and controls. This course is aligned to the Information Systems Acquisition, Development and Implementation domain of the ISACA CISA job practice areas.</p>
BSA 520	Operations, Maintenance and Support of IS	3	<p>The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise's strategies and objectives.</p>

BSA 525	Information Assets Protection	3	The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise's security policies, standards, procedures, and controls ensure the confidentiality, integrity, and availability of information assets.
BSA 531	IT Architecture in the Age of Cloud	3	IT Architecture in the Age of Cloud covers solution architecture designed specifically for the cloud, with alignment to AWS Solution Architect - Associate certification. Course topics include designing and defining resilient performant architectures, and securing and cost-optimizing architectures that are operationally excellent.
BSA 550	Customer Relationship Management	3	This course provides a comprehensive review of customer relationship management (CRM), which is a major component of organizational business intelligence (BI). This course covers the domain of CRM and is not tied to any particular perspective and covers a number of holistic models. Students will learn three types of CRM - strategic, operational and analytical. This course emphasizes a managerial perspective on CRM while maintaining a balanced view of the technology.
BSA 570	Analytic Programming	3	This course is an introduction to analytic programming, an essential component of business analytics. Analytic programming combines statistical processes and programming to identify meaningful patterns in data as well as construct useful models. Topics include data access, data structures, data management, data functions and structures, reports and error resolution within the context of a statistical analysis framework. This course is aligned to the SAS Base Programmer Certification.

BSA 580	Statistical Business Analytics	3	This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.
BSCOM 100T	Introduction to Communication	3	This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.
BSCOM 210	Logic and Rhetoric	3	Open-mindedness to different perspectives is important - but equally important is the ability to construct a valid argument in support of one's claim. This course covers key skills in reasoning, critical thinking, and persuasion used to effectively communicate. Topics include logical argumentation, rhetoric, persuasion, semantics, and perception.
BSCOM 210T	Logic and Rhetoric	3	Open-mindedness to different perspectives is important - but equally important is the ability to construct a valid argument in support of one's claim. This course covers key skills in reasoning, critical thinking, and persuasion used to effectively communicate. Topics include logical argumentation, rhetoric, persuasion, semantics, and perception.

BSCOM 230	Storytelling	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 230T	Storytelling	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 234T	Foundations of Interpersonal Communication	3	This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.
BSCOM 250	Communication Technology	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.

BSCOM 250T	Communication Technology	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.
BSCOM 268T	Foundations of Mass Communication	3	This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.
BSCOM 300	Advertising and the Media	3	This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.
BSCOM 310	Interpersonal Communication	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.

BSCOM 310T	Interpersonal Communication	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.
BSCOM 320	Mass Communication and Media	3	This course introduces key media theories and practices and examines the history of mass communication and its influence on society. Topics covered include media literacy, propaganda, marketing, law, and ethics.
BSCOM 320T	Mass Communication and Media	3	This course introduces key media theories and practices and examines the history of mass communication and its influence on society. Topics covered include media literacy, propaganda, marketing, law, and ethics.
BSCOM 324	Communication Research	3	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies and content analysis.

BSCOM 324T	Communication Research	3	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies, and content analysis.
BSCOM 330	Computer Mediated Communication	3	This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.
BSCOM 336T	Communication Theories and Practice	3	This course explores the various theories of communication that create the foundation for study of communications in the bachelor's degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.
BSCOM 340	Organizational Communication	3	In this course, students will apply key communication strategies that support effective organizational communication. Topics include change management, training and development, operational transformation, and performance improvement.

BSCOM 340T	Organizational Communication	3	In this course, students will apply key communication strategies that support effective organizational communication. Topics include change management, training and development, operational transformation, and performance improvement.
BSCOM 348	Small Group and Team Communication	3	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 348T	Small Group and Team Communication	3	This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.
BSCOM 350	Journalism: Writing for Impact	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.

BSCOM 350T	Journalism: Writing for Impact	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.
BSCOM 360T	Organizational Communication	3	This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.
BSCOM 370	Social Media Communication	3	The emergence of social media has transformed how individuals, organizations, and entire industries communicate with one another. This course examines the evolution of social media technology and its influence on communication and behavior. Students will examine principles of visual communication, including the use of symbols and signs to communicate information.
BSCOM 370T	Social Media Communication	3	The emergence of social media has transformed how individuals, organizations, and entire industries communicate with one another. This course examines the evolution of social media technology and its influence on communication and behavior. Students will examine principles of visual communication, including the use of symbols and signs to communicate information.

BSCOM 380	Corporate Communication and Public Relations	3	This course introduces strategies used to shape public opinion, including image and brand management. Foundational principles of corporate and public relations and communication ethics are covered.
BSCOM 380T	Corporate Communication and Public Relations	3	This course introduces strategies used to shape public opinion, including image and brand management. Foundational principles of corporate and public relations and communication ethics are covered.
BSCOM 384	Marketing Communications	3	This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.
BSCOM 386	Sales Communications	3	This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

BSCOM 390	Intercultural Communication	3	The purpose of this course is to assist students in understanding and applying the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.
BSCOM 390T	Intercultural Communication	3	The purpose of this course is to assist students to understand and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.
BSCOM 400	Technical Communication	3	In this course, students will research and organize complex information for instructional and technical purposes. Students will also explore various technologies and editing processes used to clarify the delivery and display of information.
BSCOM 410	Media and Society	3	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

BSCOM 410T	Media and Society	3	The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.
BSCOM 415	Communication Law	3	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 415T	Communication Law	3	This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
BSCOM 420	Global and Intercultural Communication	3	In a world rich in culture and diverse individual backgrounds, it is essential to understand principles of effective intercultural and global communication. In this course, students will examine the influence of society upon group behavior, cultural traditions, and communication practices, and will apply strategies to improve communication and competence across various intercultural environments and contexts.

BSCOM 435	Creativity and Communication	3	Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of creative is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.
BSCOM 450	Negotiation, Mediation, and Diplomacy	3	Conflict and disagreements happen in every organization. This course examines conflict management and mediation strategies for a variety of situations that can be used to defuse tension and promote collaboration and compromise. Topics include communication law, negotiation, and diplomacy.
BSCOM 460	Ethics and Communication	3	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.
BSCOM 460T	Ethics and Communication	3	While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

BSCOM 465	Communication in Mediation and Conflict Resolution	3	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 465T	Communication in Mediation and Conflict Resolution	3	Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.
BSCOM 470	Marketing and Sales Message Management	3	This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers, the development of marketing communications campaigns, the integration of the sales cycle and marketing communications, the use of a single voice to customers across all selling touch-points, and the ethical considerations associated with customer message management.
BSCOM 480	Applied Communication Capstone	3	In this capstone course, students will integrate and apply their learning from throughout the program. Students will construct a comprehensive and strategic communication plan and evaluate its impact on organizational performance.

BSCOM 485	Capstone in Communication	3	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSCOM 485T	Capstone in Communication	3	This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.
BSHS 305	Historical Development of Human Services: An Introduction	3	In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker's investment in the multidimensional field.
BSHS 325	Human Systems and Development	3	Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change.

BSHS 335	Ethics and Values for Human Service Professionals	3	In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information. (3 credits). Prerequisites: BSHS 305, 325; COMM/215 or equivalent; MTH/209 or equivalent.
BSHS 345	Diversity and Special Populations	3	The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general.
BSHS 355	Delivery of Human Services: Theory and Practice	3	This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally.
BSHS 375	Information Systems and Technology in Human Services	3	This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.

BSHS 385	Interpersonal Communication and Interviewing Skills	3	Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions.
BSHS 395	Client Assessment and Planning	3	This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals.
BSHS 405	Intervention, Direct Service Delivery & Case Management	3	This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals.
BSHS 406	Family and Social Systems: Contemporary Trends and Issues	3	Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.

BSHS 407	Family Violence Across the Lifespan: A Multi-Strata Problem	3	This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences, and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.
BSHS 408	Childhood Abuse and Neglect	3	This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution, and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.
BSHS 415	Field Experience I	3	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting.
BSHS 415O	Orientation to Field Experience	0	This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.

BSHS 425	Administration & Management of Human Service Programs	3	Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.
BSHS 426	Human Services Management: Theory & Practice	3	This course traces the historical context of human services management. Students will examine strategies for managing an integrated, multi-emotionally driven work force. Students will prepare to be generalists, understanding the scope of leading work forces under pressure. Students will employ learned management practices to distinguish, inspect, and measure the important attributes of program management and supervision. A focus on organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation, and effective communication with a range of paraprofessional and professional colleagues allows students to explore their role as managers in the growing human services field.
BSHS 427	Critical Thinking Skills in Management Decision-Making	3	This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems, and lead environments will be explored. Concepts of strategic planning, organizing, and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.
BSHS 428	Human Services Program Design and Proposal Writing	3	This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

BSHS 435	Research and Statistics in Human Services	3	This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.
BSHS 437	Social Systems and Aging	3	This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings, and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly- dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.
BSHS 438	Care for Aging Populations	3	The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation. (3 credits) Prerequisite: BSHS/437.
BSHS 439	Grief, Loss and End of Life Issues	3	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict. (3 credits) Prerequisite: BSHS/438.

BSHS 445	Survey of Crisis and Mental Health Issues and Interventions	3	In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk.
BSHS 455	Working with Addictions	3	This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation, and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction- and chemical-dependence-related issues.
BSHS 456	Addiction Interventions for Human Service Workers	3	This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured inpatient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.
BSHS 457	Codependence and Working with Families	3	In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families. (3 credits). Prerequisite: BSHS/456

BSHS 458	Action Planning, Relapse Prevention and Aftercare	3	This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues. (3 credits).
BSHS 465	Professional Development and Identity	3	In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS).
BSHS 475	Field Experience II	3	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority.
BSHS 485	Capstone: Advocacy and Creating Social Change	3	This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment.

BSLS 101CA	Orientation to Liberal Studies in Education	0	This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, Teacher Performance Assessments, and student teaching will be discussed.
BSS 395	Contemporary Issues and Futures in Security	3	This course focuses on modern topics in the security discipline to include an examination of current issues and potential future issues in the security industry. Emphasis is placed on studies of theoretical and practical applications of security leadership principles, physical security, investigative techniques, cybersecurity, legal and ethical considerations, future security issues and the role of the Chief Security Officer. Students will apply critical thinking and analyses of these core concepts in the comprehensive study of public, private and non-profit sector organizations in order to garner an overall grounded understanding of contemporary issues and futures in the security discipline.
BSS 480	Risk Management Perception and Communication	3	In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regards to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.
BSS 481	Counterterrorism Intelligence and Analysis	3	This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counter terrorism; examine counter terrorism analysis methods and Global Security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology Issues in counter terrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.

BSS 482	Securing Critical Infrastructure and Cyberspace	3	This course explores the developments and changes in security operations to secure the critical infrastructure in public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post-9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.
BSS 483	World View of Homeland Security	3	Students in this course will develop new skills to aid in the protection, safety, and security of society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.
BUS 212	Foundations of Business	3	In this course, students will understand the foundations of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.
BUS 212T	Foundations of Business	3	In this course, students will understand the foundations of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.

BUS 441	Small Business Operations	3	This course provides students with an overview of small business operational needs. Students will examine regulatory requirements, operational considerations, and human resource needs related to small business ownership.
BUS 475	Integrated Business Topics	3	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student's previous coursework.
BUS 502	The External Factors that Impact Business	3	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.
BUS 503	Accounting and Financial Decision Making	3	This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.

BUS 511	Managing the Business Environment	3	This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.
BUS 515	Seminar in Business Topics	3	This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, information systems, accounting, finance, economics, management, leadership, and marketing.
BUS 700	Introduction to Business Administration in Doctoral Study	3	The course provides an introduction to business administration for doctoral students entering the Doctor of Business Administration or Doctor of Management programs who do not have prior academic experience in this area.
BUS 721	Issues in Optimizing Operations	3	This course provides an overview of business information systems, specifically Business Intelligence (BI) and Enterprise Resource Planning (ERP). Students will learn how businesses adapt approaches to optimize their operations and the conditions under which these lead to success. Students will also examine the link between operations excellence and corporate strategy.

BUS 731	Transforming the Business I	3	This course requires the student to integrate previous learning by identifying organizational problems and recommending alternative business models that will positively impact future organizational performance. The outcome of this course will be delivered in Transforming the Business II.
BUS 732	Transforming the Business II	3	This course requires the student to integrate previous learning by identifying organizational problems and recommending alternative business models that will positively impact future organizational performance. The outcome of this course will be a continuation of Transforming the Business I.
BUS 733	Transforming the Business	3	In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.
CAP GM591	Cases in Cross-Border Management	3	This content area capstone course applies management concepts related to global environment and corporate responsibility in a digital economy. Students learn to evaluate global managers environment, cultural context of global management, formulating and implementing strategies for international and global operations and global human resource management with focus on People, Profits and Planet. Case studies are utilized to assist in synthesizing concepts from prior global and business management course work.

CCMH 502	Graduate Portfolio	0	Portfolio is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-week, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CCMH 504	Individual and Family Development Across the Life Span	3	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate clinical situations and assess potential therapeutic interventions in context.
CCMH 506	Personality Theories and Counseling Models	3	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population-specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 510	Multi-Cultural Issues in Mental Health Counseling	3	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CCMH 510CA	Multicultural Issues in Mental Health Counseling	3	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 511	Fundamental Counseling Skills	3	This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.
CCMH 515	Legal, Ethical, and Professional Issues in Counseling	3	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 515CA	Legal, Ethical, and Professional Issues in Counseling	3	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

CCMH 520	Biological Basis of Behavior/Physiological Issues	3	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro-anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 521	Psychopharmacology/Biological Basis of Behavior	3	The goal of the course is twofold. It examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and also covers the many facets of human sexuality and the treatment of sexual dysfunctions. Topics include biological concepts of mental distress, principles of drug action and metabolism, the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Ethics and methods of working with medical personnel are included.
CCMH 522	Psychopharmacology	3	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
CCMH 525	Research Methods for Mental Health Counselors	3	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.

CCMH 535	Psychometrics	3	The focus of this course is on tests used in counseling and test reports, with an emphasis on learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed, and the following components are discussed: psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results.
CCMH 540	Career and Vocational Counseling	3	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	Introduction to Clinical Assessment	3	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CCMH 547	Basic Clinical Assessment and Psychometrics	3	This course introduces students to models and tools of clinical assessment and diagnosis techniques, including tests and test reports used in counseling and behavioral analysis. Students use the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) to practice writing clear, accurate, and useful intake assessments, mental status examinations, and outcome-based treatment planning. Special focus is placed on psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results. Multicultural and ethical issues in assessment and psychometrics are also explored.

CCMH 548	Psychopathology: Advanced Clinical Assessment	3	Students build on the skills gained in previous courses, focusing on the more complex or problematic disorders. Students enhance their skills by using the Diagnostic and Statistical Manual of Mental Disorders® for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical-thinking skills; and on multicultural, legal, and ethical issues.
CCMH 551	Individual Counseling	3	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 558	Crisis Intervention and Trauma	3	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
CCMH 561	Dependency and Addictions	3	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.

CCMH 565	Family, Couple, and Child Counseling	3	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.
CCMH 568	Group Counseling	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
CCMH 578	Seminar Clinical Mental Health	3	This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice, and reviews the trends in both the knowledge and skills necessary to practice clinical mental health counseling. Additionally, this course explores current national and local issues relevant to the practice of mental health counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context. Issues surrounding the need for ongoing professional identity development, including membership in professional organizations, are examined as a strategy for counselor involvement in advocacy processes. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models for diverse needs and settings, including crisis and trauma, are investigated in-depth.
CCMH 581	Supervision/Management in Clinical Mental Health Counseling	3	This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CCMH 592	Practicum in Clinical Mental Health Counseling	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to integrate theory into practice through intake, assessment, and treatment with clients seeking mental health services. This course includes a special topic on Grief and Loss counseling. Students develop their styles and strengths as professional counseling practitioners, as well as identify areas needing further development.
CCMH 592O	Orient to Practicum in Clinical Mental Health Counseling	0	This course is an orientation to the practicum and internship.
CCMH 597A	Internship A	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CCMH 597B	Internship B	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

CCMH 597C	Internship C	3	Counseling Internship is a 600-hour clinical experience (900 hours in Utah) required of all MSC students. Depending on the campus, the internship is divided into either 200 or 300 hour sections, each lasting 15 weeks. Those campuses that offer CCMH 597 A, B, and C require students to complete 200 hours for each course (except Utah which requires 300 hours each), while those campuses that offer only CCMH 597 A and B require the student to complete 300 hours for each course. Please check with your Campus College Chair for any clarification or questions you have. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
CEM 535	Managing the Experience within the Health Care Environment	3	This course prepares students with the tools to design strategies within an organizational setting that meet the needs of the health care customer to improve outcomes and financial performance. Students will draw insights from customer analysis and health care consumer trends and preferences to formulate customer-driven strategies that increase customer satisfaction, improves loyalty, and produces positive results. Additional emphasis will be placed on new technologies, the social customer, and social media management and marketing.
CHL 610	Community Health Assessment	3	This course examines the concepts, methods and practices for assessing the health of a community. Topics include assessment of resources, data, gaps, and strengths; developing community health profiles; identifying determinants of health; and the utilization of community health assessment in prioritizing recommendations and developing public health interventions.
CHL 620	Community Health Engagement and Organizing	3	This course examines key principles of community health promotion and community based participatory research principles. Key elements of community organizing for improved health outcomes including establishing community collaborations and partnerships, engagement, coalition building, community assessment, and dissemination of efforts. Principles of community engagement are examined in relation to community health.

CHL 630	Planning and Implementing Community Health Initiatives	3	In this course, learners create theory-based and evidence-informed community health initiatives. The course will examine use of logic models, intervention activities, budget development, organizational structure, and stakeholder engagement. Course concepts are applied to community health settings and scenarios and students gain opportunity to plan and implement health programs and initiatives.
CHL 640	Evaluating Community Health Initiatives	3	This course provides learners with an opportunity to plan, implement, and utilize evaluation methods within community health settings. Basic principles and practices of evaluation are addressed, including identifying the goals of a community health initiative; designing and implementing an evaluation plan; using evaluation results to improve processes, programs, policies, and outcomes; and sharing results with stakeholder groups.
CHM 110	Introductory Chemistry	3	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 150	General Chemistry I	4	This course provides students with in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students may apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.

CHM 151	General Chemistry II	4	This course continues the examination of principles and applications of chemistry that was begun in CHM/150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation & reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs.
CIS 207T	Information Systems Fundamentals	3	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, data management, networking, and the Internet.
CIS 291	PC and Device Fundamentals	3	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293 are aligned with the requirements of the CompTIA A+ 220-1001 exam.
CIS 293	Network Troubleshooting and Support	3	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293 provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291, are aligned with the requirements of the CompTIA A+ 220-1001 exam.

CIS 295	Introduction to PC and Mobile Operating Systems	3	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297 align with the requirements of the CompTIA A+ 220-1002 exam.
CIS 297	Computer Security and Operational Support Fundamentals	3	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295 align with the requirements of the CompTIA A+ 220-1002 exam.
CIS 298	Healthcare IT	3	This course is an introduction to the technical knowledge and IT skills applied to healthcare business operations. This course will focus on the application of regulatory requirements, medical business and IT operations, and IT security. In addition, students will also explore medical business and technology applications in healthcare.
CIS 568	Information Systems Concepts	3	This course introduces the role of computer information systems in today's business environment. An overview is presented of the infrastructure, data, network, software, and hardware that make up computer information systems, the systems development process, and state-of-the-business topics of which management personnel should be aware.

CIT 245	Local Area Networking Fundamentals	3	This course addresses the fundamentals of local area network (LAN) and provides the basic networking components and their functions. The OSI model is introduced and the TCP/IP protocol stack and its layers are examined. Students learn how to install, operate, configure, and verify a basic IPv4 network, including implementing IPv4 addressing, configuring a LAN switch, and troubleshooting common LAN switch issues.
CIT 249	Wide Area Network Environment	3	This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Students learn routing and switching operations, including implementing VLANs and trunking, implementing and troubleshooting single-area Open Shortest Path First (OSPF) routing protocol and introduce IPv6 main features, addresses, and basic configuration. Advanced IP services are described, such as applying and troubleshooting Access Control Lists (ACLs), and managing IP address space using Network Address Translation (NAT), and Port Address Translation (PAT).
CIT 274	Routing and Switching Implementations	3	This course describes implementing scalable, medium-sized switched and routed networks. Students learn to build and improve redundant networks using Spanning Tree Protocol (STP) and EtherChannel, implement and troubleshoot EIGRP and multi-area OSPF routing protocols, and troubleshoot IPv6 network connectivity issues.
CIT 276	Routing and Switching Management	3	This course provides the knowledge and skills necessary for routing and switching management. Topics include extending Local Area Network (LAN) into a Wide Area Network (WAN), Virtual Private Network (VPN) solutions, and frame relay connectivity. Students learn network device, IOS file, and licensing management.

CIT 277	Website Development Foundations	3	This course introduces essential website development skills. Students will write code manually, as well as be introduced to graphical user interface (GUI) authoring tools. Topics include Hypertext Markup Language 5 (HTML5) code validation, web forms, tables and frames, Internet marketing, search engine optimization (SEO), and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.
CIT 278	Internet Business Concepts	3	This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.
CIT 279	Network Technology Foundations	3	This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the Open Systems Interconnection (OSI) reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.
CJA 305	Criminal Law	3	This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 314	Criminology	3	Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.
CJA 315	Criminal Procedure	3	This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth, and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, and pretrial and trial processes. In addition, the United States Constitution, as interpreted by the U.S. Supreme Court, is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.
CJA 316	Survey of Criminal Justice	3	This course provides an overview of the key components, theoretical foundations and processes involved in the administration of criminal justice. The course examines the application of historical and philosophical considerations between the components of the criminal justice system.
CJA 324	Ethics in Criminal Justice	3	This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil liability in law enforcement and correctional environments.

CJA 325	Criminal Organizations	3	This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 326	Ethics in Criminal Justice	3	This course explores the ethical standards and codes of professional responsibility in criminal justice professions. It also provides a foundational perspective for ethics in relationship to professional organizations and agencies. Students will examine the interrelated nature of ethics, morality, legal responsibility, and social issues in criminal justice settings.
CJA 335	Research Statistics	3	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 336	Diversity in Criminal Justice	3	This course offers an inclusive, critical, and balanced examination of the American criminal justice system with respect to major aspects of multiculturalism and societal diversity. Students will examine policies, procedures, and issues of diversity prevalent in criminal justice administration.

CJA 344	Cultural Diversity Issues in Criminal Justice	3	This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.
CJA 345	Research Methods and Evaluation	3	Students learn and demonstrate knowledge of research methodology including problem formulation, design, data collection and analysis, interpreting and summarizing research findings while exploring the range and scope of research and evaluation tools available to the criminal justice professional. Students also analyze and critique criminal justice program and service evaluations published by criminal justice research professionals.
CJA 346	Theories of Criminology and Victimology	3	This course examines fundamental theories on the causes of criminal behavior, determinations on the extent of criminality in society, associated policy implications and the application of criminological theories in the criminal justice system. This course also explores traditional victimology, special victims and responses to victimization including civil and criminal processes and the correlation of victimology and criminology.
CJA 355	Grant Writing	3	This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.

CJA 356	Organizational Behavior and Management	3	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations. Organizational behavior management challenges individuals to understand organizational structure and systems, leadership, effective communication, and change management in our rapidly changing society.
CJA 365	Budget, Finance, and Planning	3	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 374	Juvenile Justice Systems and Processes	3	This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.
CJA 375	Interagency Communication	3	This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Emergency management principles, inter-organizational communication, and potential collaboration models are explored.

CJA 376	Interagency Communication	3	This course explores the relationships across all levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter-organizational communication, and potential collaboration models are explored.
CJA 385	Criminal Justice Policy Analysis & Program Evaluation	3	Students learn and demonstrate knowledge of models and operational strategies used to develop and evaluate criminal justice policies and programs including issue identification, development of alternative solutions and strategies, and predicting the potential impact of justice system policy alternatives and programs. Students also analyze and critique criminal justice policy and program evaluations published by criminal justice research professionals.
CJA 386	Research Statistics	3	This course examines introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis. Students will demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze the use of statistics in research published by criminal justice researchers.
CJA 395	Current Issues/Futures in Criminal Justice Management	3	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.

CJA 416	Budget, Finance, and Planning	3	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 426	Grant Writing and Funding	3	This course explores the essential foundations and strategies that criminal justice agencies and associated programs utilize in their pursuit of federal, state, and private grant solicitations. Students will identify funding sources, budgetary approaches and best practices in the development of successful grant proposals.
CJA 436	Mental Health Services and Crisis Intervention	3	This course explores the concepts designed to promote solutions that assist criminal justice professionals when dealing with individuals affected by mental health issues. Students will evaluate the concepts and administration of crisis intervention and mental health services, and their practical applications in the field. Students will create strategies for providing services to varied populations in the criminal justice system.
CJA 444	Organizational Behavior and Management	3	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations—court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 446	Criminal Justice Policy Analysis and Program Evaluation	3	This course explores strategies and alternative solutions used to develop, implement, and evaluate criminal justice policies and programs. Students analyze the operations of criminal justice programs against established standards in order to determine program improvement.
CJA 454	Criminal Justice Management Theory and Practice	3	This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles, and assessing the effectiveness of the activities of criminal justice organizations. Students will discuss constitutional requirements, court decisions, and legislation as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology and purposes and formats of financial statements are introduced.
CJA 456	Contemporary Issues and Future in Criminal Justice	3	This course will examine the impact of current and future advancements that interface with the criminal justice system. Discussions will focus upon established research and predictive techniques in policing, courts, and corrections. Students will gain the requisite knowledge to advance the profession as positive change-agents, through the extrapolation of future themes within the ever-evolving criminal justice field.
CJA 474	Managing Criminal Justice Personnel	3	This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems with, procedures for, and solutions to common personnel issues will be explored.

CJA 475	Forecasting and Strategic Planning	3	This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.
CJA 476	Criminal Justice Problem-Solving Methods	3	This course examines problem-solving approaches to criminal justice issues through root cause analyses, application of problem-solving methodologies, and assessment of the effectiveness of the criminal justice responses to contemporary issues.
CJA 484	Criminal Justice Administration Capstone	3	This capstone course is designed for students to integrate their acquired knowledge of theory into practical applications. Students focus on integrating core content of criminal justice administration with specialized content from the criminal justice management concentration area. Students assess the impact of their educational experiences on their professional competence and values, critical thinking, problem solving, communication, information use, and collaboration skills necessary for the modern criminal justice manager.
CJA 486	Administration Capstone	3	This capstone course is designed for students to integrate their acquired knowledge of theory into practical applications. Students will demonstrate ethical decision-making, research, public policy and administration as it applies to communities and the criminal justice field.

CJHS 395	Issues and Futures in Human Services in Criminal Justice	3	This course examines both the principle issues in providing human services within contemporary criminal justice as well as the extrapolation of such issues toward possible futures of human services within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected from human services and human service workers in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, and national levels of human services in criminal justice administration.
CJHS 400	Theory and Practice: Human Services in Criminal Justice	3	Students explore major theoretical areas in human services, including psychotherapeutic, behavioral, cognitive, multicultural, and systems theories. Students learn the foundational concepts associated with the major theories, approaches to change, and techniques and interventions used by practitioners. This course emphasizes the development of a personal theory and approach to human services within criminal justice. In addition, students analyze the practical applications of theory-based techniques that criminal justice and human services professionals use while working in the criminal justice system.
CJHS 410	Mental Health and Crisis Interventions in Criminal Justice	3	Students will learn about human services delivery, crisis intervention, and mental health services within the criminal justice system. Students explore the skills associated with crisis intervention and mental health services and how they are applied in the field. Strategies for providing services to various populations in the criminal justice system also are examined.
CJHS 420	Case Management and Services Provided in Criminal Justice	3	This course covers principles, practices, and issues in case management. Students learn about the nature of diagnoses, interviewing skills, and how to identify treatment resources in the criminal justice system. Ethics and professional boundaries in case management are also examined.

CJHS 430	Collaborative Services in Criminal Justice	3	This course examines the collaboration between human service professionals and those working in the criminal justice system. Students analyze the roles of human service workers in the areas of mediator, advocate, facilitator, evaluator, provider and agency representatives. Overcoming barriers to effective service delivery through the use of collaboration is also considered.
CJS 201	Introduction to Criminal Justice	3	This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology, and constitutional limitations of the system will be covered.
CJS 205	Composition for Communication in the Criminal Justice System	3	This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.
CJS 211	Ethics in Criminal Justice	3	This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.

CJS 215	Introduction to Forensics	3	This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.
CJS 221	Cultural Diversity in Criminal Justice	3	This course offers a comprehensive, critical, and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts, and corrections environments.
CJS 225	Critical Thinking in Criminal Justice	3	This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.
CJS 231	Criminology	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.

CJS 235	Victimology	3	This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.
CJS 241	Introduction to Police Theory and Practices	3	This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJS 245	Juvenile Justice Systems and Processes	3	This course is a general introduction to the field of juvenile justice, including an overview of the juvenile justice system and the differences between dependency and delinquency. Students address current problems facing juveniles, and compare adult and juvenile justice systems. Special attention is given to the problems inherent in the police handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.
CJS 251	Introduction to Criminal Court Systems	3	This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the court system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJS 255	Introduction to Corrections	3	This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.
CMGT 245	IS Security Concepts	3	This course introduces general concepts of information systems security. Content includes governmental views, positions, and risk assessment and management. Coursework explores other concepts, including contingency and business resumption planning, backup schemes, and implementation strategies, as well as various types of invasive actions and prevention measures.
CMGT 400	Intro to Information Assurance & Security	3	This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
CMGT 410	Project Planning and Implementation	3	This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.

CMGT 413	Application Acquisition and Sourcing	3	This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and insourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.
CMGT 420	Integrated Project Management	3	This course prepares students for the Project Management Institute (PMI®) CAPM® certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.
CMGT 430	Enterprise Security	3	This course covers the managerial and technical considerations related to access controls, authentication, external attacks, and other risk areas facing an enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well as the concepts for protecting the hardware and software assets of an enterprise.
CMGT 431	Information Systems Security	3	This course introduces students to the concept of information systems security within the framework of a major security certification - the Certified Information Systems Security Professional (CISSP) certification. It provides an overview of the new eight domains of the CISSP certification and prepares students for more detailed work in the subsequent program courses. The domains include: Security and Risk Management, focusing on Security, Risk, Compliance, Law, Regulations, and Business Continuity; Asset Security, focusing on Protecting the Security of Assets; Security Engineering, focusing on Engineering and Management of Security; Communication and Network Security, focusing on Designing and Protecting Network Security; Identity and Access Management, focusing on Controlling Access and Managing Identity; Security Assessment and Testing, focusing on Designing, Performing, and Analyzing Security Testing; Security Operations, focusing on Foundational Concepts, Investigations, Incident Management, and Disaster Recovery; and Software Development Security, focusing on Understanding, Applying, and Enforcing Software Security.

CMGT 433	Cyber Security	3	This course explores the evolution from information security to cyber security, policy and cyber security development, and the relationships between business and public- or private-sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and Internet security as they apply to both business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability or mitigation process as well as the need for development of an organization-wide cyber security policy.
CMGT 442	Information Systems Risk Management	3	This course reinforces student's knowledge of the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas presented. Organizational policies, project management, and procurement considerations will also be analyzed and applied to development, implementation, and use of computer-based information systems.
CMGT 445	Application Implementation	3	This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s), and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.
CMGT 545	Influence and Leadership in Tech	3	This course discusses how to effectively communicate with organizational C-suite leaders and lead as a strategic partner, as IT continues to move from a department supporting or serving the business to leading change and innovation. Leadership skills includes managing project scope, cost, quality and stakeholders. Students learn the importance of soft skills such as influence, idea sharing and generating, managing conflict, and leading change.

CMGT 554	IT Infrastructure	3	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the Internet, server and storage architectures, and regulatory considerations.
CMGT 555	Systems Analysis and Development	3	This course provides a background in analysis and design techniques for business system and application development. This course covers Software Development Life Cycle (SDLC) with emphasis on waterfall and agile methodologies.
CMGT 556	Enterprise Models	3	This course provides an introduction to organizational managerial support systems and the use of metrics in strategic business decisions. Strategies for the use of a Supply Chain Management (SCM) system with a focus on the software selection and implementation are evaluated. Additionally the role and benefits of a Customer Relationship Management (CRM) system are examined with a comparison of Enterprise Resource Planning (ERP) benefits to the business process. The skills developed in this course ensure that students have a strong foundation and background of successfully integrating all three strategies within an organization.
CMGT 557	Emerging Technologies & Issues	3	The course examines emerging technology, the related issues and their potential impact on an organization. This examination provides an understanding of both the technical and managerial issues, including the strategic implications associated with emerging technologies.

CMGT 558	Strategic Management of Technology and Innovation	3	This course covers the subject of technological innovation management as a strategic process from assessing competitive dynamics, strategy formulation, to strategy implementation with an eye toward new product development. Students are given opportunities to use critical and design thinking to solution real-world challenges such as skill shortages, technical debt, and DevOps.
CMGT 559	Managing Risk and Security vs Opportunity	3	This course explores the role of security and risk management in the overall business strategy as it relates to the opportunities involved in implementing emerging technologies across industries. Topics include identifying risks and vulnerabilities, developing a plan or solutions to mitigate the risks, and integrating these solutions in the business.
CMGT 575	CIS Project Management	3	This course addresses the processes and skills needed for successful project management in the computer information systems and technology environment of business. Topics include project scoping, estimating, scheduling, budgeting, tracking, and controlling.
CMGT 578	CIS Strategic Planning	3	This course provides the knowledge and skills to develop effective short, intermediate, and long-range strategic information systems plans. Course topics include the need for and contents of a corporate strategic plan; the relationship of information systems planning to overall organizational goals; assessment of the organization's current state; determination of information technology (IT), project, and management requirements; and the means of prioritizing and selecting systems projects.

CMGT 582	Security & Ethics	3	The ethical issues examined in the course include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations, and compliance requirements are examined in this course, as well as the considerations for creating a safe digital environment within the organization.
CMGT 583	IS Integration	3	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture
CMHC 551	Human Sexuality and Sex Therapy	3	The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations.
CNSL 500	Orientation to the Counseling Profession	0	CNSL/500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.

CNSL 502	Graduate Portfolio I	0	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CNSL 503R	Residency I	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency is the last requirement for formal admission into the counseling program and provides an opportunity for students to observe, practice, and demonstrate competency in basic counseling skills. Students are evaluated on professional dispositions, fundamental counseling skills, and their readiness to matriculate in the program.
CNSL 513R	Residency II	1	This residency course is 2-weeks in length, with significant synchronous interactions with faculty and peers. The final 3-days of the residency provides an opportunity for students to observe, practice, and demonstrate competency integrating counseling skills with cognitive-behavioral theory. Students explore couples counseling concepts and strategies. Other topics include professional and personal development; application of theory to practice; and sensitivity to diversity issues. Students will demonstrate intake, assessment and treatment planning abilities. In addition to counseling skills, students are evaluated on professional dispositions and their readiness to progress in the program.
CNSL 523R	Residency III	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. Students practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. This residency is also used to determine the student's readiness for work with diverse populations during clinical placement in practicum and internship courses. Specific topics include professional orientation, professional identity, personal growth, and self-care.

CNSL 556	Portfolio II	0	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.
COM 295	Business Communications	3	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the effect of technology, such as social media, on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.
COM 295T	Business Communications	3	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.
COM 340	Mass Communication	3	This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

COM 516	Professional Communications	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
COM 520	Organizational Communication for Adult Education & Training	3	In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and technology tools for collaborative learning.
COM 537	Organizational Communications	3	This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.
COM 539	Communications: Selling and Customer Engagement	3	This course will introduce students to the fundamentals of the sales management process. Students will leverage their negotiation and persuasive communication skills in the development of a sales plan. Specific topics include an understanding of strategies for prospecting ethically based long-term relationship selling, proactive customer-focused selling techniques, and adaptive selling and active listening practices.

COM 600	Communication Skills for Graduate Study	3	This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.
COM 705	Communication Strategies	1	This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.
COM PA523	Communications for Public Administrators	3	This course prepares students to communicate with multiple stakeholders, elected officials and the public in the political environment. Students will apply communication concepts to create messages that are sensitive to the opinions and positions of disparate groups. Other topics, at the state and local level, include uniqueness of public sector communications, public involvement, and internal & external communications.
COMM 110	Introduction to Oral Communication	3	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.

COMM 315	Diversity Issues in Communication	3	This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.
COMM 400	Management Communication Skills	3	This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.
COMPROGLAB	Computer Programming Lab	0	This is a workshop for the new BSIT program Computer Programming Labs.
CPMGT 300	Project Management	3	This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft®Project software.

CPMGT 301	Strategic Portfolio and Project Management	3	This course introduces students to the planning phase of project management. Students will discover the connection between strategic portfolio management and project management. Other topics include project-based versus non-project-based organizations, activity planning and sequencing, human resource planning, communications planning, and project management planning.
CPMGT 302	Procurement and Risk Management	3	This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.
CPMGT 303	Project Estimating and Control Techniques	3	To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.
CPMGT 304	Leading Projects in Organizations	3	This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMGT 305	Project Management Capstone	3	This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management knowledge learned throughout the Project Management Certificate. Students will develop and deliver a project plan and presentation of that plan to the executive board in a role-play environment. Universal project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.
CPMGT 310	Project Management Methodologies	3	This course examines the various project management methodologies used to successfully manage projects within an organization. Students will discover effective and efficient practices of applied project management techniques to include waterfall, PRINCE2®, agile, six sigma, and Kanban methods. Students will also examine the influence of project type on the methodology used to effectively manage the project.
CPMGT 311	Agile Project Management with Scrum Methodology	3	This course provides students with an understanding of agile management as it relates to the agile project manager utilizing scrum methodology. Students will apply the scrum development framework to deliver rapidly improved outcomes within an organization. Scrum practices will be discussed in detail, including self-organizing teams, Scrum roles, sprint planning, tracking, and tools for defining and measuring progress.
CPMGT 312	Program Management	3	This course provides students with an overview of program management techniques to effectively manage the complexity of a collection of projects. Students will develop the skills to logically dissect a complex deliverable into individual parts, apply best practices to develop logical plans for program components, and understand how to manage dependencies and organize program staff into a high-performing program team.

CPSS 210	Introduction to Criminal Justice	3	This course is an introductory overview that provides students with the opportunity to gain an understanding of the criminal justice system in the United States. The course surveys the foundations of the criminal justice system including individual and organizational roles and the issues encountered on a daily basis.
CPSS 215	Survey of Corrections in the United States	3	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies and organizations who manage and support convicted offenders. Other topics include policies and procedures, sentencing, community supervision, and rehabilitation of offenders.
CPSS 225	Survey of Correctional Program Career Opportunities	3	This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.
CPSS 235	Working with the Juvenile Justice System	3	This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.

CPSS 240	Foundations of Criminal Behavior	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CPSS 300	Working with the Correctional Population	3	This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.
CPSS 315	Social Psychology	3	This course provides a unified view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and power and exchange in social life. Human thoughts, feelings, and actions as influenced by other people are explored.
CPSS 316	Social Psychology and Criminal Behavior	3	This course provides a unified view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and group think as they relate to human thoughts, feelings, and actions.

CPSS 330	Essentials of Communication in Corrections	3	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.
CPSS 331	Ethics and Values for Support Services Professionals	3	This course provides an overview of ethical standards outlined by human service, criminal justice, and mental health organizations. Students will explore and examine their personal values, beliefs, and biases as they relate to different social involved populations.
CPSS 332	Diversity and Special Populations	3	This course offers an inclusive, critical, and balanced examination of diverse populations. The emphasis of this course is on implicit and explicit multicultural factors. Students will examine personal beliefs, values, and develop culturally appropriate strategies when working with diverse and special populations.
CPSS 370	Intake, Assessment, and Classification	3	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.

CPSS 385	Case Planning and Case Management	3	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.
CPSS 395	Program Facilitation Skills	3	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	Institutional and Community-Based Programs	3	This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.
CPSS 405	Working with Sex Offenders	3	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.

CPSS 410	Overview of Mental Health in Criminal Justice	3	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.
CPSS 411	Mental Health Issues in the Forensic Setting	3	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	Organic- and Physiologically-Based Disorders	3	This course introduces students to the diagnostic criteria for organic and physiologically based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 413	Character- and Personality-Based Disorders	3	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.

CPSS 415	Working with Juvenile Offenders	3	This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.
CPSS 416	Overview of Adolescent Development	3	This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.
CPSS 417	The Role and Influence of the Family	3	This course allows students to examine the complex correlation between of family dynamics and juvenile delinquency. Students explore topics related to prevention, development, and rehabilitation.
CPSS 418	Prevention and Treatment Interventions	3	This course will introduce students to basic prevention and treatment models. Students will survey a variety of interventions and strategies for addressing delinquent behavior.

CPSS 420	Issues of Substance Abuse and Addiction	3	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.
CPSS 421	Etiology and Physiology of Addictions Disorders	3	This course examines the development of addiction disorders and the factors that influence substance abuse. Students will explore the prevalence of co-occurring disorders and addictions in vulnerable populations.
CPSS 422	Alcohol- and Drug-Related Addictions Disorders	3	This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.
CPSS 423	Prevention, Self-Help, and Treatment Models	3	This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.

CPSS 430	Maintaining Boundaries and Self-Care	3	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.
CSC 390	Culture and Communication	3	Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.
CSC 391	Geography, Culture and Communication	3	This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.
CSC 392	Ethnic and Cultural Diversity	3	Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.

CSS 422	Software Architecture	3	This course focuses on the role of software architecture in modern business system development. Topics covered in this course include the understanding of software architecture as a set of design decisions to meet functional requirements and quality attributes, design patterns, modeling tools and techniques, and software architecture in some new technology trends.
CSS 562	Programming Concepts	3	This course introduces object-oriented programming (OOP) in the context of business applications development. This course blends the need to understand the discipline of developing a modern, Graphical User Interface (GUI) based object-oriented program using the Java™ programming language, and the issues and topics with leading and managing programming projects in a team setting.
CTEC 510	Overview of Career and Technical Education	3	This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 511	Career and Technical Education Curriculum and Instruction	3	This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.

CTEL 501	Language and Language Development	4	This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes, and stages of language acquisition will also be covered.
CTEL 502	Assessment and Instruction	4	This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards-based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE), as well as resources, approaches and methods, listening and speaking, and reading and writing.
CTEL 503	Culture and Inclusion	4	This course addresses culture and inclusion. Participants examine cultural concepts and perspectives, cultural diversity, cross-cultural interaction, and culturally-inclusive instruction. Cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning is also explored.
CUR 505	Social and Global Perspectives of Teacher Leadership	3	Students in this course have the opportunity to analyze the field of education from a social and global perspective. Students investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.

CUR 506	Theories and Best Practices of Curriculum and Instruction	3	This course focuses on applying curricular theory to best practices in the 21st century classroom. Learners explore current research in curriculum and instruction. In addition, learners analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.
CUR 515	Critical Thinking and Innovative Skills	3	Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
CUR 516	Curriculum Theory and Instructional Design	4	In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.
CUR 518	Multicultural Strategies for the Adult Learner	3	In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.

CUR 520	Advocating for Learning	3	Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.
CUR 525	Ethical Issues in Education	3	This course examines the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision making. Students will explore ethical, social, and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.
CUR 528	Assessment of Learning	3	Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and analyzing assessments to improve instruction and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.
CUR 530	Assessment and Evaluation Models	3	In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school-wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.

CUR 532	Facilitating Online Learning	3	Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools; mobile learning technologies; and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies..
CUR 535	Research for Improved Practice	4	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to select instructional practices that lead to gains in student achievement that promote lifelong learning.
CUR 540	Methods of Coaching in the Instructional Setting	3	This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. This course will examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Candidates will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.
CUR 545	Using Technology for Teaching and Learning	3	Students evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st-century classroom. Students will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, students will determine how they will advocate and be change agents for technology integration within their districts, schools, classrooms, and the community.

CUR 550	Engaging in Communities of Practice	3	Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.
CUR 555	Professional Learning for Continuous Improvement	3	Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high-quality staff development and learning networks.
CUR 712	Curriculum Theory	3	This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.
CUR 713	Curriculum, Developmental, and Learning Theories	3	This course provides an overview of foundational and contemporary learning theories and the principles of brain-based learning and cognitive information processing. Students will examine how learning theory contributes to the intellectual development of learners and the impact it has on the educational process and curriculum design. With these concepts as a foundation, students will analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

CUR 721	Curriculum Design	3	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722	Instructional Models	3	This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs, and staff development are of special focus.
CUR 723	Assessment of Student Learning	3	This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
CUR 731	Supervision of Curriculum and Instruction	3	This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

CUR 732	Program Evaluation	3	In this course, students explore program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
CYB 100	Cyber Domain	3	This course defines the Cyber Domain that encompasses Cybersecurity as the discipline of securing computer information and communications systems, networks, infrastructures and assets, and protecting them against damage, unauthorized use, modification or exploitation. The Cyber Domain must be managed ethically, politically and physically in a similar collaborative fashion to the space, maritime and physical domains of states and nations globally.
CYB 110	Foundations of Security	3	This course provides comprehensive Cybersecurity awareness and a fundamental understanding of various computer and network security threats such as: Identity Theft, Fraud, Online Scams, Virus and Backdoors, Hacking, Social Engineering Attacks and more.
CYB 120	Computer Network Defense Part 1	3	This course provides network training on Computer Network Defense fundamentals; security threats, vulnerabilities, and attacks; controls, protocols and devices; and security policy design and implementation.

CYB 130	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYB 130T	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYB 135	Object-Oriented Security Scripting	3	Students reinforce foundational skills and learn new topics such as modules, files, inheritance, recursion, plotting, and searching and sorting algorithms. Students apply programming skills and knowledge to basic forensic investigation, port scanning, and network analysis, needed in cybersecurity.
CYB 140	Computer Network Defense Part 2	3	This course provides network training on Computer Network Defense. Introduced topics include physical and host security; firewall configuration and management; Intrusion Detection Systems (IDS) and Virtual Private Network (VPN) configuration and management.

CYB 150	Computer Network Defense Part 3	3	This course provides network training on Computer Network Defense. Introduced topics include wireless defense; traffic monitoring and analysis; network risk and vulnerability management; data backup and recovery; and incident response and management.
CYB 160	Governance and Privacy	3	This course is an historical overview of the continually evolving development of global internet governance and policy that was intended to be open, inclusive, collaborative and transparent rather than being mandated by governmental or intergovernmental agreement. User privacy and the confidentiality of data are additional topics that impact governance and are covered in this course.
CYB 205	Infrastructure Administration	3	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.
CYB 207	Risk Frameworks	3	This course focuses on security risk assessment. Risk Frameworks reviewed include National institute of Standards and Technology (NIST), International Organization for Standardization (ISO), and developing models.

CYB 209	Compliance Management, Certification and Accreditation	3	Risk frameworks, as they apply to critical infrastructures, are evaluated in this course. An example security and compliance plan is reviewed and serves as a model for course assignments. Templates for writing security policies and developing a security and compliance plan are employed in a course project.
CYB 211	Applied Security Part 1	3	This course provides reinforced learning on cybersecurity topics and builds from prior network defense courses. Reviewed topics include networking topologies; physical and network security; data protection; tools used to scan, protect, and test networks; network policies and procedures; and mitigation of network and operating system vulnerabilities.
CYB 213	Applied Security Part 2	3	This course provides reinforced training on cybersecurity topics. Reviewed topics include network monitoring; intrusion detection systems; remote security; VPN management; firewall management; network incident response; data backup and recovery.
CYB 215	Project Cyber Operations	3	This project on Cyber Operations combines and demonstrates the acquired knowledge and skills from preceding policy, operations, compliance and security accreditation courses.

CYB 225	Linux Fundamentals	3	This is an introductory course on Linux that provides sufficient command of the subject to meet the initial needs of penetration testing.
CYB 227	Sniffing and Network Analysis	3	This course develops essential skills for network analysis by sniffing packets using a network protocol analyzer.
CYB 229	Ethical Hacking Part 1	3	This course provides training on penetration testing. Introduced topics include Introduction to Ethical Hacking, Footprinting and Reconnaissance, Scanning Networks, Enumeration, System Hacking, and Malware Threats.
CYB 231	Ethical Hacking Part 2	3	This course provides training on penetration testing. Introduced topics include sniffing, social engineering, denial-of-service, session hijacking, hacking web servers, evading IDS, firewalls, and honeypots.

CYB 233	Ethical Hacking Part 3	3	This course provides training on penetration testing. Introduced topics include SQL injection attacks, hacking web applications, wireless networks, mobile platforms, operational technology, the Internet of things, and cloud platforms, and cryptography basics.
CYB 235	Project Ethical Hacking	3	This project on Applied Ethical Hacking combines and demonstrates the acquired knowledge and skills from sniffing and penetration testing courses.
CYB 320	Global Cyber Ethics	3	Classical ethical models are reviewed in this course and identified in an analysis of usage and product practices on the global Internet from an international perspective. A comparison of evolving codes of ethics in culturally diverse nations is developed in order to better prepare a globally-sensitive security professional.
CYB 340	Web and Cloud Computing and Security	3	This course focuses on becoming familiar with and securing web applications and cloud computing. The student is given hands-on training on implementing web and data base servers and experiencing first-hand the power of cloud deployment.

CYB 350	Security Team Participation	3	This course provides hands-on, real life experience for the student to participate as a contributing member of an enterprise security team. The various roles of security team members are studied, observed and experienced daily in a functioning computer infrastructure.
CYB 360	Wireless Security	3	This course prepares the student to plan, install, configure and maintain a secure wireless infrastructure. Topics covered include basic radio frequency (RF) technologies, regulations and standards, protocols and devices, network implementation, network security, RF site surveying, antenna concepts, wireless network architecture, wireless local area network (LAN) hardware and software, along with network design, installation and management.
CYB 405	Information Systems Governance	3	This course focuses on the application of information security management principles from an executive management point of view. This course will cover Information Security Management Program, the IS Governance Program, Regulatory and Legal Compliance, and Risk Management.
CYB 407	Information Systems Risk Controls and Auditing Management	3	This course focuses on information security management principles. It will cover Designing-Deploying and Managing Security Controls, Security Control Types and Objects, Implementing Control and Assurance Frameworks, and Audit Management.

CYB 409	Information Systems Leadership, Projects and Operations	3	This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.
CYB 411	Information Systems Core Competencies	3	This course focuses on the application of information security management principles and provides training on penetration testing methodologies including Security Analysis, TCP/IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering and Vulnerability Analysis.
CYB 413	Strategic Planning and Finance	3	This course concentrates on the application of information security management principles, and covers Security Strategic and Financial Planning.
CYB 415	Project Cybersecurity Policy and Governance	3	This project is designed to enhance the skills based competencies of the Chief Information Security Officer's role in today's environment. Students must conduct detailed analysis of case industry studies and perform practical application exercises involving executive level decisions that are highly critical to overall success.

CYB 425	Security Analyst Procedures and Methodology	3	This course provides training on penetration testing methodologies including Security Analysis, TCP IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering, and Vulnerability Analysis.
CYB 427	Security Analyst Network Threat Testing	3	This course provides training on using penetration testing methodologies on both internal and external networks comprised of Firewalls, Intrusion Detection Systems, and Web and SQL Database Applications.
CYB 429	Security Analyst: Database, Web Apps and Perimeter Devices	3	This course provides training on using penetration testing methodologies on Database, web applications and perimeter devices. Students will also learn to analyze post-test results as well.
CYB 431	Security Testing and Analysis	3	This course provides instruction on using penetration testing methodologies associated with wireless, IoT, and Cloud technologies. Students learn Standards and Compliance, Information Systems Security Principles, Incident Handling and Response, and Auditing as well as how to analyze post-test results.

CYB 433	Project Pen Testing Plan	3	This penetration testing planning project is designed to enhance the skills based competency of a penetration tester. Students must conduct a detailed penetration test through a Cyber range environment and submit a formal written report.
CYB 435	Project Pen Testing Execution and Report	3	This penetration testing execution project is designed to enhance the skills based competency of a penetration tester. This course is intensively hands-on and significant emphasis is placed on the practical competency of the student.
CYB 445	Risk Assessment	3	This course will focus on proficiency in analyzing security risks and insider threats. Students will also learn how to assess various security incidents such as malware incidents, email security incidents, and insider attack threats.
CYB 447	Insider Threat and Reporting	3	This course will focus on proficiency in handling and responding to various security incidents such as network security incidents, malicious code incidents, and insider attack threats. In addition, students will learn about computer forensics and its role in handling and responding to incidents with proper reporting in reference to security policies and law.

CYB 449	Computer Forensics Investigative Process	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover major forensic investigation scenarios that enable students to acquire necessary hands-on experience on forensic investigation techniques including Searching and Seizing Computers, Digital Forensics, First Responder Procedures, and Understanding Hard Disks and File Systems.
CYB 451	Computer Forensics Lab	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover major forensic investigation scenarios that enable students to acquire necessary hands-on experience on various forensic investigation techniques including Windows Forensics, Data Application and Duplication, Recovering Deleted Files and Deleted Partitions, and Investigation using forensic toolkits.
CYB 453	Network, Wireless, Web, Email and Mobile Forensics	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover forensic investigation scenarios that enable students to acquire necessary hands-on experience using forensic investigation such as Steganography and Image File Forensics, Application Password Crackers, Log Capturing and Event Correlation, Investigating Logs and Network Traffic, Investigating Wireless and Web Attacks and Investigative Reports.
CYB 455	Project Digital Forensics	3	This project on Applied Digital Forensics combines and demonstrates the acquired knowledge and skills from preceding specified courses.

CYB 490	Capstone Bachelor Design	3	The Capstone project combines and demonstrates the acquired knowledge and skills from Computer Network Defense, other Core Courses, and selected Elective courses. This course comprises the project design phase of the Capstone.
CYB 492	Capstone Bachelor Implementation	3	This project is the implementation phase of the Capstone project that combines and demonstrates the acquired knowledge and skills from Computer Network Defense, other Core Courses, and selected Elective courses.
CYB 500	Advanced Cybersecurity Concepts	3	This course delivers core concepts in cybersecurity related to protecting an organization. Students learn topics in threat intelligence and detection, techniques for identifying vulnerabilities within an organization's infrastructure, network and data analysis, incident response and the prevention of future attacks.
CYB 505	Secure Software Development	3	This course covers topics in secure software design, the Software Development Life Cycle (SDLC). Students learn how to follow secure coding practices and analyze code for security risks before testing and validating the security of their design. Students also learn concepts in deployment, operations and maintenance of secure software.

CYB 510	Cloud Security	3	This course provides students with an overview of the concepts related to securing a cloud environment. Students learn the design principles and requirements involved in securing a cloud or hybrid enterprise while adhering to policies, frameworks and regulations necessary to maintain resilient structures. Other topics include risk management, risk assessment, software security, and business continuity planning.
CYB 515	Network Security	3	This course provides instruction in advanced topics in network security. Students learn how to protect a network from vulnerabilities including designing a network with security in mind, selecting the proper technologies, implementing security policies and touches on the human factors associated with network security. Additional topics include physical security, disaster recovery and digital forensics.
CYB 520	Cyber Ethics	3	This course covers a range of moral, social and ethical considerations in the realm of cyberspace. Students learn concepts in privacy, governance, censorship, and intellectual property by exploring the impact of technology on morals and ethics from a societal approach.
CYB 525	Leadership in Cybersecurity	3	This course will include several areas of leadership in cybersecurity that include a building and maintaining a cybersecurity technology stack, building and maintaining a layered defense strategy and the expenses associated. Students will learn how to present to the board of directors as an everyday function as a cybersecurity leader that comprises of an understanding of how to create a report, communicate effectively and how that will impact the budget and overall strategy.

CYB 530	Cybersecurity Practitioner	3	This course introduces concepts in security operations such as security principles, network security, cloud security and incident response. Students will learn about Security Operations Center (SOC) operations and procedures and how these relate to an incident response plan.
CYB 535	Secure Programming	3	The course includes advanced concepts in programming for students who already have a background in one or more programming languages. Students will work on real-world scenarios in networking, database programming and security to support the cybersecurity infrastructure within an organization.
CYB 540	Cryptography	3	This course covers principles and practices in cryptography exploring more in-depth concepts in network security and secure communication. Students will work in a variety of algorithms and how concepts like public key infrastructure, hash functions and encryption methods help to secure an organization.
CYB 545	Threat Intelligence	3	This course provides students with a holistic view of threat intelligence, including not only the types of attacks but methods to determine motivation and goals behind a variety of attacks, data collection and analysis, and how to plan a threat intelligence program. Students learn the entire threat analysis process and how to create effective threat intelligence reports.

CYB 550	Technical Enterprise Security	3	This course will cover how to determine the best security measures based on different types of organizations. Students will learn how to meet the security requirements of an organization including network design, storage, applications and security controls as well as other technologies to build or maintain a resilient enterprise architecture.
CYB 555	Enterprise Security Operations	3	This course will teach students the appropriate methods and how to select the best tools for conducting a security assessment. Students will learn concepts in implementing incident response plans and recovery procedures and revisit how risk management is impacted by business and industry influences.
CYB 560	MSCYB Capstone	3	Students will use the tools and techniques gained through the sum of their experience and previous coursework to participate in a variety of cyber range activities and team-based activities.
DAT 105	Introduction to Database Concepts/Roles	3	This foundational course provides a historical perspective of database systems and the core concepts needed for any role in database careers.

DAT 205	Communicating across the IT Organization	3	With a focus on IT's responsibilities to work with an entire organization this course focuses on the presentation, negotiation, and communications skills needed to work with all levels of employees.
DAT 210	Data Programming Languages	3	This course covers today's most popular data programming languages. Students will be introduced at a high level to the programming languages as they relate to database design, development and management.
DAT 305	Data Structures for Problem Solving	3	This course covers data structures, recursion, analysis, sorting and searching (sequential and binary), tree and tree algorithms, graphs and graph algorithms, as related to organizational problem solving across industries.
DAT 350	Analyzing and Mining Data	3	This course covers data mining techniques for structured and unstructured data. Learn programming techniques and algorithms to transform large quantities of data into usable Business Intelligence (BI).

DAT 380	Advanced Database Architecture	3	This course covers DDBMS architectures, data structures, schemas and standards in addition to centralized and client server systems, server system architectures, parallel systems, distributed systems.
DAT 390	Database Integration with Other Systems	3	This course addresses the main standards for data integration, movement or replication and federation. Students will investigate transparency and emulation, cleaning, archiving and information preservation across systems.
DAT 565	Data Analysis and Business Analytics	3	This course will introduce students to data discovery, data analytics, and data visualization with contemporary business tools. Students will learn to differentiate data analytics from statistical analysis and use the power of informatics in shaping decision-making in the modern business context. The course will address analytics as a tool for business process-improvement and present data acquisition and formatting, metric creation, data discovery, and data visualization with real-world examples and exercises for students to work through in class.
DATCB 565	Data Analysis and Business Analytics	3	<p>This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.</p> <p>Competency 22: The student will employ statistical methods used in data mining and descriptive and predictive analytics to support actionable business decisions.</p> <p>Competency 23: The student will examine statistical patterns and trends to highlight organizational performance and support organizational strategic planning.</p> <p>Competency 24: The student will analyze business research to drive organizational decision making.</p>

DBM 280	Fundamentals of Access Database	3	This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.
DBM 294	Querying a SQL Server	3	This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment.
DBM 296	Administering a SQL Server	3	This course provides an introduction to the installation, configuration, support, availability, and recovery of databases. The considerations for database administration when addressing the requirements for user access, security, backup, and recovery will be covered. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL Server® database.
DBM 298	Implementing a Data Warehouse	3	This course will cover the design and implementation of a data warehouse. Emphasis will be placed on extraction and transformation of data, design of the data control flow, load options SQL Server Integration Services (SSIS) script options, and the establishment, implementation, and maintenance of data quality solutions.

DBM 380	Database Concepts	3	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 381	Database Concepts	3	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 384	Special Purpose Databases	3	This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.
DBM 460	Enterprise Database Management Systems	3	This course covers distributed computing, middleware, and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

DBM 502	Database Management	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
DHA 700	Introduction to Health Administration in Doctoral Study	3	The course provides an introduction to health administration for doctoral students entering the Doctor of Health Administration program who do not have prior academic experience in this area.
DHA 711	Administration of Complex Health Care Systems	3	Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision-making at the policy and the organizational level.
DHA 714	Health Care Marketing	3	Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services.

DHA 715	Risk Management in Complex Health Organizations	3	The U.S. health care system is both complex and fragmented. It is critical that scholar-practitioner-leaders have a thorough understanding of risk management, as well as how to manage litigation and how to facilitate contractual relationships. Successful leaders will also need to possess a wide range of skills, including a working knowledge of resource, asset, and human resource management. A well-rounded leader will be required to understand concepts from claims administration and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.
DHA 721	Health Care Economics	3	This course focuses on the application of economic theory to the amount, organization, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services.
DHA 722	Policy and Regulation in Health Care	3	The scholar-practitioner-leader will focus on the role of health policy and regulations in the administration of health care systems. Students critically assess the complex dynamics of politics, ethics, and policy in the development of health legislation and regulations. The process of developing policy, rules and regulations at federal, state, and local levels is examined. Evidence-based approaches are applied to evaluate the effectiveness of implemented policy with emphasis on access, cost, quality and outcome measures. Major health legislation enacted during the 20th and 21st centuries and their impacts on health care at societal, system, and organization levels are reviewed.
DHA 723	Executive Information Systems	3	In this course, students examine clinical and administrative healthcare systems employed by executive leaders and the legislative practices that affect those systems. Specific emphasis is placed on critical systems used to facilitate decision-making, strategic planning, and financial reimbursement. Additionally, students discourse the origins, storage, and use of clinical data in the context of data warehouses, clinical repositories, electronic healthcare records, and big data.

DHA 724	Globalization of Health Care	3	This course focuses on global health care systems with the objective of improving the US health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.
DHA 731	Population Health and Epidemiology	3	The science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision- making. Students will apply this science in the analysis of emerging health epidemics and diseases.
DHA 732	Evaluation of Health Care Programs	3	This course is designed to present the major concepts, methods, and issues of evaluating health care programs and services to doctoral students. This course will prepare health care administrators to utilize various evaluation and research methodologies and tools to make decisions regarding program outcomes and effectiveness. Evaluation literature about health programs and services is integrated into the course from a wide variety of sources. Students will incorporate learning to develop a program evaluation plan presentation.
DHA 733	Contemporary Leadership Issues	3	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DNP 700	DNP Expectations Seminar	1	This foundational course introduces students to the program requirements and doctoral learning expectations for the Doctor of Nursing Practice (DNP) program. Students engage in structured activities and guided dialogue to promote inter/intrapersonal collaboration; explore the integration of the roles of Scholar, practitioner and leader; and demonstrate the initiative needed to take the next steps in their doctoral journey through iterative improvements to critical thinking, reading, and writing by applying faculty feedback, writing resources, and personal insights.
DNP 701	Biostatistics and Epidemiology	3	This course examines biostatistics and epidemiology for advanced evidence-based practice (EBP) in nursing using an integrated application of statistics to basic epidemiological concepts. Students engage in the practical application of statistical concepts, quantitative methodology for advanced evidence-based practice (EBP) in nursing, and statistical utility for decision-making using statistical analysis software to further examine the role of nursing practice related to disease and injury prevention. Additionally, students integrate decision theory and critical analysis through the evaluation of methods, results, and discussion sections of a research report.
DNP 705	Philosophy, Theory, and Science for Nursing Practice	3	This course focuses on the philosophical and theoretical underpinnings of nursing science and practice at the doctoral level of expertise. The philosophy of science and the philosophical, theoretical, and ethical foundations of nursing practice and inquiry are examined. Students integrate teaching-learning theory into a personalized framework for doctoral practice.
DNP 710	Evidence-Based Practice Measurement and Clinical Inquiry	3	In this course, students use practice scholarship to examine and address health issues at the population and practice levels. Students align research questions from various methodological approaches with appropriate research design and measures, while evaluating literature focused on providing safe, high-quality care outcomes. Critical analysis of case studies, evaluation of various measures of continuous quality improvement (CQI), and the effective use of program evaluation are addressed. Students also evaluate literature related to their DNP Applied Project topic and refine the methodology appropriate for their research question.

DNP 715	Information Systems and Health Care Delivery Technology	3	In this course, students examine the function and purpose of healthcare informatics and delivery technology in promoting advanced evidence-based practice in nursing. In addition, students explore the components of modern data systems, including advanced clinical information systems, decision modeling programs, and financial systems, to inform the selection, application, and evaluation of healthcare information systems and practice technologies.
DNP 725	Policy and Regulation in Health Care	3	This course will focus on an analysis of health policy and its influence on health care delivery systems. The student will examine the structure and function of legislative and regulatory bodies, governance, public relations, and global health care issues. The course promotes the concepts of leadership to inform advocacy, policy formation and implementation through the lens of ethics, social justice and evidence.
DNP 730	Organizational and Systems Leadership	3	This course will focus on the exploration of organizational and systems theory for quality improvement science. Students will contribute to the development of transformational leadership strategies to facilitate changes in health care systems.
DNP 740	Clinical Prevention and Population Health	3	The course focuses on the use of epidemiological biostatistical, environmental , geographic, genetic, behavioral and socioeconomic data to design, develop and implement interventions to improve health care access, address gaps in care and decrease health disparities. Students will apply comprehensive surveillance, prevention, and health promotion approaches to improve population health.

DNP 750	DNP Applied Project I	3	The outcome of this course will be a precis that articulates a specific goal and plan that will evolve into the student's DNP Applied Project.
DNP 751	DNP Applied Project II	3	In this course, students engage in the iterative advancement of the DNP practice dissertation proposal. With continued faculty guidance, students leverage self-assessment and forecasting strategies to refine their skills and improve upon the quality of their proposal drafts for completion and submission.
DNP 752	DNP Applied Project III	3	The outcome of this course will be the submission and oral defense of the DNP Applied Project.
DNP 752A	DNP Applied Project and Practicum III	3	The outcome of this course will be the submission and oral defense of the DNP Applied Project.

DOC 700	Developing the Doctoral Identity	1	This 5-week foundational course prepares students for the rigors of their program by establishing doctoral-level expectations in the areas of critical reading, writing, thinking, and research. Students explore the College of Doctoral Studies integrated approach to scholarship, practice, and leadership through structured activities and guided discourse while also developing the initiative to become self-directed learners in their intellectual/doctoral journey.
DOC 705R	Creative and Critical Thinking	3	This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 714S	Symposium I	3	This course serves as the first of two online immersive experiences for University of Phoenix doctoral students. The first covers foundational tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.
DOC 715	Doctoral Seminar I	3	This course deals with the theoretical and practical aspects of research and dissertation development in a practice doctorate context. In this course, students begin to develop Chapter 1 and to examine relevant industry and academic literature and move toward creation of a robust, cogent review of scholarship aligned with designing Chapter 2 of an applied doctoral dissertation.

DOC 719S	Symposium II	3	This course serves as the second of two online immersive experiences for University of Phoenix doctoral students. The second covers advanced tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.
DOC 720R	Doctoral Seminar I	2	DOC/720R is the first step in the formal development of the doctoral dissertation. You will review and clarify problem and purpose statements, create and refine research questions and hypotheses, identify sample populations, research methodologies and data gathering procedures and complete a précis that serves as a framework for the dissertation. The intended impact of the student's dissertation on society, the discipline, and practitioners will be discussed.
DOC 721N	Prospectus and Proposal Workshop	3	This course continues the formal development of the student's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, populations and samples, and the intended contribution of the study to the profession and society. The outcome of this course is Chapter 1 of the dissertation that articulates a specific goal and plan that will evolve into the learner's dissertation.
DOC 722	Doctoral Seminar II	3	In this course, students refine the requisite skills necessary to further develop their concept paper into a dissertation proposal. Students expand their work from Second-Year Residency by applying critical analysis to refine the research method, inform the selection of a research design, and to develop a focused literature review.

DOC 723	Doctoral Seminar II	3	In this course, students refine the requisite skills necessary to develop their dissertation-proposal Chapters 1 and 2 for review and approval. Students expand their work from previous courses by working with their University Research Methodologists (URM) to align their research foundation elements in Chapter 1, and by working with their Chair to develop a focused Chapter 2 literature review.
DOC 733	Doctoral Dissertation	3	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 733A	Doctoral Dissertation	3	This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 733B	Doctoral Dissertation	3	This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.

DOC 733R	Doctoral Seminar III	3	This five-day experiential residency course engages students in critical discussion and collaboration to explore the integration of theory and practice as a mechanism to guide their professional identity development in the communities they serve. Students reflect on the complex interrelationships between inquiry, knowledge, practice, and theory juxtaposed with the praxis of the scholar-practitioner-leader. Throughout the residency, students develop an increasingly reflexive articulation and demonstration of how their participation in a doctoral program has influenced their growth as scholar-practitioner leaders. Additionally, students develop shared visions for the continuation of their transformation as future leaders who engage with academics and practitioners to promote scholarship for evidenced-based decision-making.
DOC 734	Doctoral Project IV	3	This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734A	Doctoral Project IV	3	This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.
DOC 734B	Doctoral Project IV	3	This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.

DOC 734R	Doctoral Seminar IV	2	This 3-day residency course engages students in collaborative discussions and independent activities aimed at developing a complete dissertation proposal. By means of individual feedback and collegial discourse, students contribute to a community of scholarship and practice.
DOC 735	Research Proposal	3	Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.
DOC 736A	Dissertation I	3	The purpose of this class is for the student and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) Review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736B	Dissertation I	3	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.

DOC 736C	Dissertation I	3	This third available dissertation proposal course provides extended time for one-on-one work between a student and his or her dissertation committee Chair. Students enroll for this course when a student has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Students should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Students must repeat this course, until the dissertation proposal is approved.
DOC 736IA	Dissertation I	3	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval. Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IB	Dissertation I	3	This course is a continuation of DOC/736IA, where students work with their Chair and committee members to finalize and submit the dissertation proposal for approval. The Chair and student work together to re-assess and improve readiness and skill preparation for the completion of the dissertation proposal in accordance with university guidelines and standards of ethical research. Enhanced support is provided to guide students towards completion of the dissertation proposal.
DOC 736IC	Dissertation I	3	This course is a continuation of DOC/736I B, where students work with their Chair and committee members to finalize and submit the dissertation proposal for approval. The Chair and student work together to re-assess and improve readiness and skill preparation for the completion of the dissertation proposal in accordance with university guidelines and standards of ethical research. Enhanced support is provided to guide students towards completion of the dissertation proposal.

DOC 736N1	Dissertation I	3	The purpose of this class is for the student and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) Review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736N2	Dissertation I	3	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736N3	Dissertation I	3	This third available dissertation proposal course provides extended time for one-on-one work between a student and his or her dissertation committee Chair. Students enroll for this course when a student has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Students should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Students must repeat this course, until the dissertation proposal is approved.
DOC 737	Dissertation II	3	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course, the Learning Contract serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.

DOC 737I	Dissertation II	3	Students, with the support of the Chair and committee, collect and analyze dissertation data and write the results and conclusions chapters of the dissertation. A completion plan serves as the catalyst for completing the dissertation.
DOC 737N	Dissertation II	3	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course, the Learning Contract serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.
DOC 738A	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738B	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.

DOC 738C	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IA	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738IB	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738IC	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.

DOC 738N1	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N2	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N3	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 740R	Annual Renewal Residency	0	This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/733 and DOC/734. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.

DOC 741	Doctoral Dissertation	3	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741A	Doctoral Dissertation	3	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	Doctoral Dissertation	3	In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.
DOC 742	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.

DOC 742A	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 787	Concept Continuing Enrollment I	0	This course is a continuation of DOC/723 and is intended for students to finalize their dissertation concept for review and approval. Students iterate to refine their research method(s), inform the selection of their research design, and develop a focused literature review
DOC 788	Concept Continuing Enrollment II	1	This course is a continuation of DOC/723 and is intended for students to finalize their dissertation concept for review and approval. Students iterate to refine their research method(s), inform the selection of their research design, and develop a focused literature review.

DOC 887	Dissertation Continuing Enrollment I	0	This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 888	Dissertation Continuing Enrollment II	1	In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 889	Dissertation Continuing Enrollment I	0	This is a 1-week chair-guided course that serves as a continuation of DOC/741A. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 890	Dissertation Continuing Enrollment II	1	This is a 3-week chair-guided course that serves as a continuation of DOC/741A. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.

DOC 891	Dissertation Continuing Enrollment I	0	This is a 1-week chair-guided course that serves as a continuation of DOC/741B. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 892	Dissertation Continuing Enrollment II	1	This is a 3-week chair-guided course that serves as a continuation of DOC/741B. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 893	Dissertation Continuing Enrollment I	0	This 1-week dissertation continuation course is designed to facilitate student submission of the dissertation proposal to Quality Review Methods (QRM).
DOC 987	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.

DOC 988	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 989	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742A. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 990	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742A. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 991	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742B. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.

DOC 992	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742B. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 993	Dissertation Continuing Enrollment I	0	This 1-week dissertation continuation course is designed to facilitate student completion of the doctoral dissertation requirements, including submission to Quality Review Final (QRF) and delivery of the oral defense.
DOC 994	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.
DOC 995	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.

DOC 996	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.
DSC 330	Data Communication and Visualization for Business	3	This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.
ECE 205	Developmentally-Effective Learning Environments	3	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.
ECE 206	Curriculum and Instruction in Early Childhood Education	3	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.

ECE 207	Assessment in Early Childhood Education	3	This course provides an overview of a variety of assessment techniques in early childhood education, including assessment of children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age eight.
ECE 510	Effective Instruction for Early Childhood Education	3	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 511	Language and Literacy Methods in Early Childhood Education	3	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.
ECE 512	Early Childhood Assessment	3	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.

ECE 513	Early Childhood Growth and Development	3	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.
ECE 514	Family/Community Involvement in Early Childhood Education	3	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	Early Childhood Growth and Development	3	This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language development of children from birth through age 8 / grade 3. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.
ECH 211	Instructional Strategies for Early Childhood Education	3	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting, birth through age 8 or through Grade 3. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.

ECH 300	Orientation to Early Childhood Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample and technology resources will be discussed.
ECH 301	Foundations of Early Childhood Education	3	This course provides an overview of early childhood education for children, birth through age 8. Historical foundations of early childhood education, the role of technology, professionalism, and trends and issues in education are introduced. Students will reflect upon their personal dispositional skills desired for an educational career and will create a personal philosophy of education.
ECH 302	Exceptionalities of the Young Child	3	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.
ECH 321	Developmentally-Effective Learning Environments	3	This course examines developmentally-effective strategies used in implementing and managing a positive and active early childhood learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting, birth through age 8 or Grade 3.

ECH 390	Early Childhood Student Teaching Seminar	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
ECH 400	Assessment and Evaluation in Early Childhood	3	This course provides exposure to a variety of assessment techniques in early childhood education. There is a focus on assessment strategies, tools, and resources, including the use of technology. Teacher candidates will learn to use assessment data for planning instruction and incorporating interventions, as well as communicating and developing partnerships with families. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age 8, including children with special needs.
ECH 416	Methods of Teaching in Early Childhood: Mathematics	3	This course focuses on mathematical methodology and assessment strategies for young children. Integration of content, appropriate instructional strategies, and curriculum and assessment planning are emphasized. Multiple perspectives of young children as learners of mathematics and current research on mathematics pedagogy are explored. Students evaluate and use instructional methods, curricular materials, technological resources, and appropriate assessment strategies. Special attention is given to using manipulatives in math instruction and developing problem-solving skills.
ECH 418	Community and Family Engagement	3	This course focuses on establishing and maintaining collaborative relationships between families, early childhood learning environments, and communities to support children's learning and development. Candidates explore the topics of family diversity, building relationships, and the role of advocacy in early childhood education. Emphasis is placed on creating family and community partnerships as well as connecting students, families, and schools to available community services.

ECH 420	Methods of Teaching in Early Childhood: Science	3	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.
ECH 430	Methods of Teaching in Early Childhood: Social Studies	3	This course provides a foundation in developmentally appropriate content and methodology for the teaching of social studies in early childhood education (birth through age 8). Teacher candidates will explore content standards, instruction and assessment strategies, technology integration, and theoretical perspectives and practices related to early childhood social studies education. In addition, candidates will develop meaningful curricular content and hands-on learning experiences, as well as investigate strategies for creating an effective learning environment and opportunities for family and community involvement.
ECH 435	Methods of Teaching in Early Childhood: Arts and Music	3	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally effective practices and integration of visual arts, drama or performing arts, and dance, movement, and music across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.
ECH 496	Early Childhood Student Teaching	8	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ECH 497	Student Teaching	8	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
ECH 498	Early Childhood Student Teaching (Birth-Preschool)	4	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the student teaching experience and preparing to teach up to preschool-age children. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 499	Early Childhood Student Teaching (K Through Age 8/Grade 3)	4	This course will focus on the design and implementation of the Kindergarten through Age 8/Grade 3 Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECO 365	Principles of Microeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 365T	Principles of Microeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 370	Environmental Economics	3	This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.
ECO 372	Principles of Macroeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 372T	Principles of Macroeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 535	The Digital Economy	3	<p>This course will emphasize the importance of economic theories in the context of digital transformation. Students will learn a fundamental understanding of how to approach business problems related to digitalization within the world economy. Students will apply and discuss economic theories and how they can help to analyze, understand, and solve business problems.</p>
ECOCB 535	The Digital Economy	3	<p>This course will emphasize the importance of economic theories in the context of digital transformation. Students will learn a fundamental understanding of how to approach business problems related to digitalization within the world economy. Students will apply and discuss economic theories and how they can help to analyze, understand, and solve business problems.</p> <p>Competency 10: The student will assess the effects of market structure on competition, production, and pricing.</p> <p>Competency 11: The student will analyze the relationships between government, business, consumer practices, and economic conditions.</p> <p>Competency 12: The student will evaluate economic theories and policies related to international trade and global business practices.</p>
EDD 004	Faculty Supervision Educational Leadership	0	<p>These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.</p>
EDD 007	Faculty Supervision	0	<p>These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.</p>

EDD 583	Clinical Practice	6	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EDD 700	Introduction to Education Administration in Doctoral Study	3	The course provides an introduction to education administration for doctoral students entering the Doctor of Education-Educational Leadership program who do not have prior academic experience in this area.
EDD 712	Leadership in Contemporary Organizations	3	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 714	Comparative Models of Educational Environments	3	This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

EDD 721	Planning and Leading Change	3	This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
EDD 722	The Legal Context of Education	3	In this course, students examine existing and emerging legal contexts that govern American education systems. Weekly topics provide a progressive exploration of foundational sources of law that impact education-from The Constitution of the United States to landmark legal cases-to affirm the legal rights and responsibilities of educators and students. Other course topics establish a platform to assess the legalities of educational governance and leadership in addition to emerging and contemporary legal issues.
EDD 723	Ethics and Values in Learning Organizations	3	In this course, the ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies about ethical dilemmas are included for analysis. The roles of value education, codes of conduct, and codes of ethics are debated.
EDD 724	Instructional Leadership	3	In this course, students explore instructional leadership as an integrated practice to evolve their understanding of, and capacity for, advancing teaching and learning. Effective teaching and learning strategies are examined as they relate to motivating faculty, staff, and students, and creating dynamic learning environments. Additional topics include leading change in learning environments and counterbalancing resistance to change for faculty, staff, and students.

EDD 731	The Economics of Education	3	The principles and theories of the economics of education are examined. The role that federal, state, and local governments play in the economics of education is explored in-depth. Key topics include budget management grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 733	Evaluation and Assessment Methods	3	This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes based assessment, institutional research, and staff and evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.
EDS 799	Educational Specialist Capstone	3	The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course, learners will complete a reflective self-assessment of their learning throughout the program.
EDT 711	Educational Technology Research	3	This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.

EDT 721	Instructional Design	3	This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.
EDT 722	Distance Learning	3	This course traces the development of distance learning, including past, present, and future trends. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.
EDT 723	Instructional Media and Design Techniques	3	This course examines various types of technologies used in the development of instructional projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and emerging technologies that are purposeful in facilitating learning in multiple environments.
EDT 731	System Analysis and Design	3	This course follows the phases of planning, needs analysis, design, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider technology selection, vendor selection, organizational constraints, maintenance, and enhancements in an effort to address present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.

EDT 732	Integrating Technology and Curriculum	3	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.
EDT 733	Technology Leadership	3	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDU 101	Foundations of Education	3	In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.
EDU 105	Diversity in Educational Settings	3	This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.

EDU 200	Introduction to Assessment	3	In this course, learners are introduced to the role of assessment in education. The purpose and types of assessment are identified, including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Students will also explore the topics of feedback and grading.
EDU 215	Ethics and Social Responsibility in Education	3	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision making, professional, and personal conduct of teachers.
EDU 300	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, My Time Log, Student Teaching, Teacher Work Sample and technology resources will be discussed.
EDU 300CA	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.

EDU 301	Foundations of Education	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 301CA	Foundations of Education	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 305	Child Development	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.
EDU 305CA	Child Development	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.

EDU 311	Models and Theories of Instruction	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.
EDU 311CA	Models and Theories of Instruction	3	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 315	Legal & Ethical Issues in Education	3	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional, and personal conduct of teachers.
EDU 321	Classroom Management	3	This course explores differentiated approaches and strategies for managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.

EDU 321CA	Classroom Management	3	This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.
EDU 390	Elementary Education Seminar	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
EDUC 518	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
EDUC 519	Foundations of Education	3	This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 521	Classroom Management for Educators	3	In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.
EDUC 522	Curriculum Development and Instruction	3	This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.
EDUC 523	Middle School Curriculum Development and Instruction	3	This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.
EDUC 524	Assessment and Evaluation for Educators	3	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.

EDUC 525	Theories of Growing and Learning	3	This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDUC 526	Overview of Adolescent Psychology	3	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.
EDUC 527	Teaching Critical Thinking Skills	3	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.
EDUC 528	Communication Strategies for Educators	3	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.

EDUC 545	Family Engagement and Community Involvement	3	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.
EDUC 548	Coaching and Mentoring	3	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.
EED 400	Assessment in Elementary Education	3	This course focuses on defining assessment and utilizing effective assessment practices in the classroom. The fundamentals of assessment, including formative, summative, standardized and performance assessments and their uses will be discussed. Teacher candidates will explore the reliability and validity of assessment and evaluate test performance data for the purpose of planning instruction.
EED 416	Elementary Methods: Mathematics	3	This course provides a context for teaching and assessing students in elementary mathematics. Content knowledge, interdisciplinary teaching, and curriculum are emphasized. Teacher candidates will evaluate and use instructional methods, resources, and technology. The course focuses on enhancing the meaning of mathematical concepts by promoting critical thinking and problem-solving skills.

EED 420	Elementary Methods - Science	3	This course provides a context for teaching and assessing students in elementary science. Teacher candidates will explore interdisciplinary teaching, curriculum content, and instruction and assessment strategies that enhance inquiry learning in the science classroom. In addition, teacher candidates will focus on content knowledge and promoting the development of critical thinking skills to include science in other content areas.
EED 425	Elementary Methods-Health/PE	3	This course provides an overview of the health and physical education state and national standards and provides a context for how standards are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored. In addition, teacher candidates will examine strategies for promoting the goal of life-long health and an understanding of human movement.
EED 430	Elementary Methods - Social Studies	3	This course provides a context for teaching and assessing students in elementary social studies. Teacher candidates will explore the purpose and place for social studies instruction, analyze and apply content standards, and examine methodologies and resources for teaching social studies. In addition, teacher candidates will develop student-centered instruction to meet the needs of culturally, academically, and linguistically diverse students. The course focuses on strategies for developing students' critical thinking skills and integrating social studies with other disciplines.
EED 435	Elementary Methods - Fine Arts	3	This course defines and provides a context for teaching and assessing students in the area of arts education. Candidates will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on integrating arts education across the curriculum.

EED 436CA	Elementary Methods: Social Science and Fine Arts	3	This course defines and provides a context for teaching and assessing students in the area of social science and visual and performing arts. Participants will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on interdisciplinary practices and the integration of social science and visual or performing arts into other content areas. The course also investigates the use of technology and community involvement in the social science and visual and performing arts classrooms.
EED 438CA	Elementary Methods: Mathematics and Science	3	This course focuses on methodology and assessment strategies that enhance instruction in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science, along with current research on pedagogy, are explored. Students are provided the opportunity to develop the ability to evaluate and apply instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 444	Elementary Methods - Integration of Hawaiian Studies	3	This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data-collection tools designed to assess student learning.
EED 491CA	Elementary Clinical Practice A	4	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

EED 492CA	Elementary Clinical Practice B	4	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 496	Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 498	Elementary Student Teaching, Seminar I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 498CA	Elementary Student Teaching, Seminar I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

EED 499	Elementary Student Teaching, Seminar II	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499CA	Elementary Student Teaching: Seminar II	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.
ELEC 714	DHA Elective	3	Placeholder for elective courses in the DHA program.
ELEC 725	Doctoral Extension	3	DOCTORAL EXTENSION

ELL 300	Instructional Methods for English Language Learners	3	This course focuses on instruction for English language learners (ELLs). It emphasizes knowledge of and sensitivity to the history and culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELL 500	Instructional Methods for English Language Learners	3	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELM 532	Creating an Effective Learning Environment	3	This course explores differentiated approaches and strategies used in managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
ELM 533	Instruction and Assessment for Diverse Learners	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.

ELM 534	Elements of Literacy Content and Curricular Knowledge	3	This course focuses on the most current research, theory, and methods of literacy instruction. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Candidates will assess learners' background knowledge in literacy to develop differentiated instruction.
ELM 535	Application of Research-Based Literacy Instruction	3	This course focuses on the instructional approaches for literacy within the framework of an integrated curriculum. Teacher candidates will apply research-based instructional and assessment techniques to meet the needs of all learners. Candidates will apply interdisciplinary teaching strategies to develop a variety of writing styles, reading methods, and critical thinking skills in their learners.
ELM 536	Social Studies Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.
ELM 537	Science Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.

ELM 538	Mathematics Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the mathematics classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
ELM 539	Physical Education/Health Content and Curricular Knowledge	2	This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence, and on state and national standards (1). Candidates examine framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth (2). They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; recognize nutrition, acknowledge the risks associated with drugs and alcohol, understand growth and development; and utilize health-related information, products, and services(3). Additionally, this course explores instructional approaches for integrating physical education and health with other content.
ELM 545	Elementary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 583	Elementary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

ELM 586	Elementary Clinical Practice A	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 587	Elementary Clinical Practice B	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 590	Elementary Student Teaching Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
ELM 595	Elementary Student Teaching Part B	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.

ELM 598	Elementary Student Teaching Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ELM 599	Elementary Student Teaching Part B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
EMC 310	Principles of Emergency Management	3	This course will explore the history and evolution of emergency management as well as roles of local, state, regional, and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 320	Emergency Preparedness and Planning	3	This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

EMC 330	Political and Policy Issues for Emergency Management	3	This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of how local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.
EMC 340	Emergency Services and the Community	3	This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.
EMC 350	Managing Emergency Response Operations	3	This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
ENG 110	English Composition I	3	This course develops the reading, writing, and critical thinking skills that are essential for academic and life success.

ENG 125	Literature in Society	3	This course introduces themes in literature and provides guided study and practice in reflecting on themes which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students study the literature in thematic units and are asked to make connections to their own lives and cultures.
ENG 135	Essentials of Contemporary Communication	3	This course covers the skills necessary for effective communication in professional environments and modern society. The course reviews basic communication theories and discusses the fundamentals of a variety of communication skills and various communication channels. This course emphasizes applying these skills to group and contemporary professional situations.
ENG 157	Multicultural Literature	3	This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.
ENG 210	English Composition II	3	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.

ENG 222	Introduction to Technical Writing	3	This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.
ENG 230	Mechanics of Writing	3	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 240	Introduction to Creative Writing	3	This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.
ENG 260	Folklore and Fairytales	3	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping, and use of folklore and fairytales in society.

ENG 265	The Short Story	3	This course examines the short story through notable works and writers.
ENG 270	Literary Interpretation and Analysis	3	This course introduces students to the practice of literary analysis through reading and interpretation of major works. Students will discuss forms and theories as a foundation on which to build analytical skills.
ENG 280	Rhetoric and Critical Thinking	3	This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.
ENG 295	Children's Literature	3	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.

ENG 301	American Ethnic Literature	3	This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics/Latinos, and Asian Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.
ENG 313	Writing Proposals	1	This is a one-credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.
ENG 340	Creative Writing	3	This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.
ENG 380	Applied Linguistics	3	This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.

ENG 437	Literary Genres Across Cultures	3	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.
ENG 437CA	Literary Genres Across Cultures	3	This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.
ENG 480	Applied Rhetoric	3	This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.
ENG 495	Advanced Creative Writing	3	This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one-act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers' workshop will be an integral component of this course.

ENT 527	Opportunity Assessment and Innovation	3	This course is an introduction to entrepreneurship and the entrepreneurial mindset. The course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapreneurship, and a social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 586	Informational Technology for Entrepreneurs and Leaders	3	Value is the seminal construct of a business proposition, yet it remains difficult to define and is subject to constant repositioning by industry and society. This course will examine the essence of changes in business value propositions and how technology plays an important role in today's business environment. The course will explore how innovation and the business cycle are linked by technology developments and how successful businesses across industry segments have been able to use innovation as a means to differentiate themselves while lowering costs.
ENT 588	Innovation and Design: Capstone Project	3	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENV 100T	Principles of Environmental Science	3	This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.

ENV 310	Environmental Management	3	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 315	Global Change	3	This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.
ENV 320	Environmental Law	3	This course explores the administrative regulations and policies that are requisite to environmental protection. Federal, state, and local policies will be examined.
ENV 340	Energy and the Environment	3	This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

ENV 410	Environmental Toxicology	3	The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.
ENV 420	Environmental Risk Assessment	3	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.
ENV 430	Environmental Technology	3	
ENV 431	Public Policy Analysis	3	This course will examine the fundamentals of public policy analysis to the environment. Students will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.

ESL 300	Teaching English Language Learners	3	This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ETH 120	Cultural Diversity in the United States	3	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETH 316	Ethics and Social Responsibility	3	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the interrelated nature of ethics, morality, legal responsibility, and social issues.
ETH 321	Ethical and Legal Topics in Business	3	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of business law, and understand intellectual property rights.

ETH 321T	Ethical and Legal Topics in Business	3	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of business law, and understand intellectual property rights.
ETH 328	Data Ethics and Security	3	This course provides students with an overview of the legal and ethical implications of data. Students will examine the legal and ethical issues that must be considered throughout the lifecycle of data analytics including collection, storage, analysis and presentation. Other topics include, privacy, security, classification, and discrimination. After completion of this course, students will be able to understand the legal and ethical considerations that are necessary when utilizing particular types of data, collection methods, and analysis techniques.
ETH 557	Accounting Ethics	3	In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.
EXAM 799	Comprehensive Examination	1	The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.

FIN 366	Financial Institutions	3	This course develops a conceptual framework for understanding how recent and current events affect the financial environment. Financial markets are examined with a focus on their utilization by financial institutions, the pricing of financial assets, the impact of the Federal Reserve, the internationalization of financial markets, and the impact of recent events. Financial institutions such as insurance companies, commercial banks, and investment banks are covered. The institutions are described with a focus on regulatory aspects and management use of financial markets and performance.
FIN 370	Finance for Business	3	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: financial statement analysis, time value of money, financial markets and institutions, risk and return, financial planning, and international finance.
FIN 370T	Finance for Business	3	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 375	Financial Management in the Small Business	3	This course focuses on the role that financial management plays in the development and sustainability of a small business. The course provides a detailed review of forecasting, budgeting, daily cash flow management techniques, and monitoring financial performance. Specifically, students will address funding, debt management, cash-flow management, and financial planning, from the small business perspective.

FIN 402	Investment Fundamentals and Portfolio Management	3	This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 410	Working Capital Management	3	This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable, and inventory management will also be explored.
FIN 415	Corporate Risk Management	3	This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.
FIN 419	Finance for Decision Making	3	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 419T	Finance for Decision Making	3	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420	Personal Financial Planning	3	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.
FIN 422	Retirement and Benefit Planning	3	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deductions and contribution limits, and create a full financial plan, including retirement, for an individual.
FIN 428	Insurance for Financial Planning	3	This course will prepare students to make insurance policy recommendations as part of a financial plan. After completion of this course, students will be able to apply concepts of medical, life, and property insurance to financial planning, and understand concepts underlying risk and insurance management for financial plans.

FIN 467	Real Estate Investment	3	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment.
FIN 486	Strategic Financial Management	3	This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 571	Corporate Finance	3	This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.
FIN 575	Project Budget and Finance	3	This course focuses on the development of a financial plan. Students will develop a revenue forecast, draft a budget, and create a profit and loss statement. Students will identify sources of funding, understand the importance of a break-even analysis, and calculate and interpret performance measures for business decision-making and sustainability.

FIN 580	Global Capital Markets	3	This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.
FIN 585	Financial Controlling	3	This course analyzes several topics concerning financial control. Students will explore, design, and use the cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, and use of balanced scorecard to evaluate financial/nonfinancial managerial performance.
FIN 590	Audit and Compliance Management	3	The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.
FIN 591	Real Estate Investment	3	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.

FIN 592	Mergers and Acquisitions	3	This course examines merger and acquisition opportunities to maximize corporate value and shareholder wealth in a competitive market environment. Students will focus on the identification, screening, selection, evaluation, and financing of activities. Other topics include business failures and restructuring strategies.
FIN 711	Financial Measures of Value Added	3	This course will assist doctoral students with understanding and employing financial tools and techniques in different stages of an entrepreneurial organization with special emphasis on new venture finance and private equity. Students will also gain insights into the different types of financing and evaluate the appropriate financing alternatives at various phases of the organization's life.
FINCB 571	Corporate Finance	3	<p>This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.</p> <p>Competency 16: The student will distinguish between sources, requirements, and risks associated with various types of long- and short-term financing capital structure.</p> <p>Competency 17: The student will assess cash flow, valuation, and key performance indicators for financial growth and sustainability.</p> <p>Competency 18: The student will evaluate the effects of economic and market conditions on financial performance.</p>
FP 100	Everyday Economics and Finances	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.

FP 100T	Everyday Economics and Finances	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
GBM 380	Global Business	3	In this course, students will describe major forces in the global environment and their impact upon business strategies, operations, and decision making. Upon completion of this course, students should have developed a global mindset and have a broader awareness of the intricacies of the global business environment.
GEN 201	Foundations for University Success	3	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.
GEO 180	Physical Geography	3	This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.

GFT 500	Teaching Gifted and Talented Learners	3	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
GFT 501	Curriculum and Instruction for Gifted and Talented Learners	3	This course focuses on the theory, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for diverse gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.
GFT 503	Assessment for Gifted and Talented Learners	3	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.
GFT 505	Critical Thinking Skills for Gifted and Talented Learners	3	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.

GHA 548	Foundations of Gerontology for Health Administrators	3	This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, myths and stereotypes of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.
GHA 551	Biological and Psychological Aspects of Aging	3	This course examines the process of aging and explores health care programming and support systems that promote the health of the aging population. These topics are applied in a health administration context to disease prevention, health maintenance, and selected disorders that effect health and independent living.
GHA 557	Social and Cultural Aspects of Aging	3	This course examines social and cultural perspectives on aging and their implications for health administrators serving aging populations. Public and personal aspects of aging will be addressed. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.
GHS 563	Leadership and Public Policy in Global/Homeland Security	3	This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. The leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability to deliberate violent acts.

GHS 573	Intelligence Integration in Global/Homeland Security	3	This course allows students to explore the collaboration of intelligence and law enforcement communities (Intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.
GHS 583	Multi-Disciplinary Global and Homeland Security Issues	3	This course focuses on curriculum and instruction for gifted and talented learners. Instructional strategies, diversity, higher-level thinking skills, technology, and assessment are explored. Participants examine curriculum development and implementation, classroom environment, and instructional materials for gifted and talented learners.
GHS 593	Critical Infrastructure Analysis and Protection	3	This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection (CIP) efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment and vulnerability identification. Risk assessment methodologies, physical protection system design, cybersecurity, and emergency response protocols are also discussed.
GLG 220	Physical Geology	3	This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering, and erosion systems.

GMGT 520	External Environment of Global Business	3	This course explores issues and factors that influence global business and which are outside the direct control of the organization. We shall explore how to research, analyze, and understand the various external elements so that we can devise successful strategies for global business. Topics include: globalization, culture, ethical considerations, politics and the law, government intervention, country risk assessment and foreign market entry strategy.
GMGT 530	Internal Environment of Global Business	3	This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540	Global Strategy Formulation and Implementation	3	This course introduces the principles and tools for managerial use in the development, implementation, and review of strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues.
HCIS 140	Fundamentals of Electronic Health Records	3	This course introduces students to the fundamentals of electronic health records (EHR) in today's healthcare environment. An overview of information systems, functions, workflows, health information accessibility, and healthcare transactions and billing are introduced to prepare students for work with electronic health records. The introduction of EHR software will also be explored.

HCIS 140T	Fundamentals of Electronic Health Records	3	This course introduces students to the fundamentals of electronic health records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.
HCIS 250	Structure, Design, and Tools of Electronic Health Records	3	Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient's electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of healthcare settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.
HCIS 270	Application of Electronic Health Records	3	Students in the capstone course for the electronic health records (EHR) will continue to use an EHR software application to develop foundational skills related to administrative tasks, data charting, insurance and billing, regulatory compliance, and reporting. Students will demonstrate mastery processing an electronic health record.
HCIS 305	Terminology and Culture of the Healthcare Industry	3	This course provides students with a foundational set of health care terminology utilized in a variety of health care settings and applications. The course also provides an overview of the various personnel and forms of provider service models in the health care delivery systems. Topics will include common disease manifestations and processes that impact the delivery of health care services.

HCIS 318	Health Care Industry Terms for IT Professionals	3	This course provides students with basic health care industry terms in a variety of health care work settings for information technology professionals. Students will review terms and concepts related to emerging technologies, the structure and roles within health care, and the privacy and security considerations needed for health care systems.
HCIS 352	Foundations of it in the Health Care Environment	3	This course provides an overview of the integration of technology within the health care industry. Students will examine systems, networking and database concepts, the processes used in the selection and application of electronic health records, and the evaluation of future information technology systems. Methods to make informed business decisions related to the use of technology in health care will be addressed.
HCIS 410	Project Planning and Implementation in Health Care	3	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.
HCIS 420	Information Systems Risk Management in Health Care	3	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation, and use of computer based information systems.

HCM 440	Health Care Data Analytics	3	This course will introduce students to the role of data and analysis in healthcare. Students will understand the concepts of analytics, informatics, the electronic health record and other data sources that can be used to support organizational strategies and initiatives. Other topics include, ethical and privacy issues in healthcare and the role of social media and mobile initiatives. Students will conduct a case study on a topic in healthcare analytics and implement recommendations for improvement.
HCP 513	Health Care Compliance Foundations	3	The learner will explore the purpose and organization of compliance in the health sector as well as the role of compliance and compliance officers. Topics include regulatory agencies, accreditation, professional licensing, enforcement, quality, and policies.
HCP 514	Leading Compliance in Health Care Organizations	3	The learner will examine structures and systems of healthcare organizations and how they inform the responsibilities of a compliance professional. Course topics include the ethical responsibilities of compliance, HIPAA and OSHA, and other compliance-related healthcare standards and regulations including whistleblower protection in the U.S.
HCP 516	Auditing, Monitoring and Corrective Action in Compliance	3	The learner will compare and contrast auditing and monitoring in healthcare compliance. The course focuses on report writing using root cause analysis and corrective action plans, as well as the industry-accepted process of presenting these plans to compliance boards and committees.

HCP 517	Communication and Reporting Mechanisms in Compliance	3	The learner will create a compliance program and present it in their chosen healthcare sector, in a manner currently accepted by the healthcare industry. Course topics include policies and standard operating procedures, training and education, documentation and presentation.
HCR 201	Medical Billing and Coding	3	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	Medical Insurance	3	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with the various medical insurance plans offered by health care payors.
HCR 203	Medical Claims Processing and Compliance	3	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. HIPAA and compliance requirements will also be covered.

HCS 120	Medical Terminology for Health Care Professionals	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 120T	Medical Terminology for Health Care Professionals	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 131	Business Communication Skills for Health Care Professionals	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 131T	Business Communication Skills for Health Care Professionals	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.

HCS 182	Introduction to Financial Concepts	3	This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.
HCS 207	Introduction to Medical Terminology	3	In this course, students are introduced to medical terminology used within the health care industry. The course will cover medical terminology related to the main body systems and their functions as well as word building through the use of word roots, prefixes, suffixes, and combining forms. Also, students will explore the importance of medical terminology in the health care industry.
HCS 214	Anatomy and Physiology I	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 216	Anatomy and Physiology II	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.

HCS 219	Introduction to Health Care Finance	3	This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care. Students will explore the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the use of financial documents.
HCS 224	Health Care Office Management	3	This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.
HCS 235	Health Care Delivery in the U. S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 235T	Health Care Delivery in the U. S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 245	Introduction to Health and Disease	3	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 265	The Managerial Environment of Health Care	3	This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.
HCS 305	Health Care Professional Development	3	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCS 321	Business Communication for Health Care Managers	3	This course offers students the knowledge and skills to effectively communicate in a variety of health care workplace settings. Students will focus on business writing correspondence, effective communication strategies, and collaboration skills required by health care managers.

HCS 325	Health Care Management	3	The course explores fundamental concepts of management theory as applied to health care. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.
HCS 335	Health Care Ethics and Social Responsibility	3	This course identifies ethical issues in health care. It is designed to encourage students to clarify individual ethics values in regards to health care issues. Content includes discussion of theories, principles, and values for students to consider a variety of ethical viewpoints from a managerial perspective.
HCS 341	Human Resources in Health Care	3	This course examines the complexities and multiple issues involved in human resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCS 370	Organizational Behavior	3	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design. This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.

HCS 380	Health Care Accounting	3	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	Health Care Finance	3	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCS 412	Project Management for Health Care Professionals	3	This course provides foundational project management skills used within a variety of health care settings. Topics include project scoping, time estimating, budgeting, and controlling to improve outcomes, streamline processes, and increase efficiencies for health care managers.
HCS 430	Legal Issues in Health Care: Regulation and Compliance	3	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed. ***Updated Description 3/1/04*** This course covers the broad range of topics affected by health law and regulation ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well as their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 433	Dimensions of Health and the Older Adult	3	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.
HCS 446	Facility Planning	3	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, as well as examine the regulatory compliance requirements.
HCS 449	Health Administration Capstone	3	Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the health care environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
HCS 451	Health Care Quality Management and Outcomes Analysis	3	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

HCS 455	Health Care Policy: The Past and the Future	3	This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.
HCS 456	Risk Management	3	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.
HCS 457	Public and Community Health	3	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model, students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 465	Health Care Research Utilization	3	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition, students will analyze the key elements of evidence-based research within health care.

HCS 468	Regulatory and Compliance within the Health Care Industry	3	This course focuses on regulatory and compliance issues within the health care industry. Topics include health care regulatory agencies, the impact of compliance on the operations of health care delivery, and health care laws. The course will also examine current health care policies and the implications for regulatory compliance.
HCS 472	Marketing in the Health Care Industry	3	In this course students will examine current marketing trends used within the health care industry. Students will focus on a variety of marketing strategies required by health care managers to promote programs, products and services to health care consumers.
HCS 475	Leadership and Performance Development	3	This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process, as well as examine and analyze effective performance indicators for staff and organizational goals.
HCS 483	Health Care Information Systems	3	This course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 487	Technology and Systems Approach for Health Care Managers	3	The course examines the integration of technology used within health care systems. Students will focus on the processes used in the selection, implementation, and evaluation of health information systems. Emphasis on methods used by health care managers to make informed business decisions related to the application and use of technology within the health care industry will be covered.
HCS 490	Health Care Consumer - Trends and Marketing	3	In this course, students will have the opportunity to examine the traits, trends, and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services, and differentiation of health care web sources.
HCS 493	Data Analytics for Health Care Managers	3	This course focuses on the use of data analytics for health care managers. Emphasis will be on data collection, tools, and strategies related to the use of data to improve health outcomes. Students will manage, analyze, and interpret data to identify areas for continuous system improvement.
HCS 498	Strategic Decision Making for Health Care Managers	3	This capstone course examines the techniques of strategic planning for decision making in the health care industry. Students will be required to demonstrate mastery of Program Student Learning Outcomes through the strategic planning process by formulating strategic decisions to manage within various health care environments.

HCS 499	Health Care Strategy Capstone	3	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.
HCS 504	Introduction to Graduate Study in Health Sciences/Nursing	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Topics include program standards and objectives; graduate-level oral and written communication; locating, evaluating, and citing scholarly resources; and purposes and use of portfolios.
HCS 529	Contemporary Health Care Facility Design	3	This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.
HCS 542	Health Care Research	3	This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.

HCS 565	Organization and Management of Aging Services	3	This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.
HCS 567	Entrepreneurship in Health Care	3	This course will set up the context of entrepreneurship and new business development, examining the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
HCS 577	Financial Management in Health Care	3	This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analysis. The course provides students with experience in capital and operating budgets, and financial forecasts.
HCS 589	Health Care Strategic Management	3	This is the capstone course for the graduate health care programs. The development and presentation of a health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, and regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

HEA 711	History and Philosophy of Higher Education	3	This course introduces and examines the major features of the financial functions operative within various types of higher education institutions. The financial functions of various types and sizes of post-secondary institutions will be presented. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: public and private, non-profit and for-profit entities; small, medium, and large entities; urban, suburban, and rural entities; and unionized and non-unionized entities. In each case, traditional, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed. Traditional, new, and emerging administrative practices being utilized by financial managers to control the economic dynamics engendered by various combinations of the above variables will be discussed.
HEA 712	Higher Education Law, Policy and the Regulatory Environment	3	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.
HEA 713	Higher Education Economics, Finance and Strategic Planning	3	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.
HEA 721	Organizational Theory, Innovation and Change Management	3	In this course, students will analyze the factors that have resulted in contemporary innovative changes in higher education. The course will focus on leadership influences in the evaluation and application of change management models, strategies, and tactics that promote effective institutional innovation.

HEA 722	Academic and Student Affairs Administration	3	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 731	Student Development, Adult Education, and Student Diversity	3	This course will provide an understanding of traditional, non-traditional and diverse students in higher education through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to student development.
HEA 732	Curriculum Development, Assessment, and Program Evaluation	3	In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.
HEA 733	Global Models and International Issues in Higher Education	3	This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated. International governance structures and accreditation processes will be analyzed and compared. Current international issues in higher education will also be explored.

HINF 500	Informatics for Health Administration	3	This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.
HINF 510	The Systems Life Cycle	3	This course will focus on the systems life cycle in the context of selection, implementation, and integration of information systems across the health sector. Topics include performing interoperability assessments, determining key elements of data system designs, planning for end-user training and support, and securing buy-in from stakeholders.
HINF 520	Data Management and Design in Health Administration	3	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.
HIS 110CA	U.S. History to 1865	3	This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America's colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes/consequences of the Civil War.

HIS 210	AZ Constitution	3	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 301	United States Constitution	3	This course is an introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and the Court's evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, and the issues of slavery and civil rights as seen through major court decisions.
HIS 305	California State History	3	This course provides students with the political, economic, and social history of California. Topics include pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.
HIS 311	Nevada and U.S. Constitution	3	This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.

HIS 335	Europe and the World Wars	3	This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.
HIS 341	Ancient Worlds	3	This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.
HIS 356	The History of Africa	3	This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.
HIS 510	AZ Constitution	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.

HIS 511	U.S. Constitution	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 514	AZ Constitution	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 516	U.S. Constitution	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 518	U.S. Constitution	2	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.

HIT 300	Introduction to Health Information Technology	3	This course provides an overview of the history of health information technology in the United States. The student is introduced to the various forms of technology resources commonly found in private and public health sectors. This includes the historic application of information technology resources to healthcare.
HIT 350	Health Information Systems Support	3	This course covers computer systems and the role of IT support in today's health care environment. This includes the installation and maintenance of Health IT Systems relating to hardware, software, programming, database management, and telecommunications.
HIT 450	Implementation and Management of Health Information Systems	3	This course covers IT project management knowledge utilized in health care business operations. Coursework explores the application of technology planning, management, and leadership skills for working in Health Information Systems environments.
HLTH 510	Health and Nutrition for Educators	3	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.

HM 370	Hospitality Management	3	This course provides an overview of the advanced concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of hospitality while examining operations, security, maintenance, and managerial challenges and responsibilities within the industry.
HM 475	Hospitality Decision Analysis	3	This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, evaluate financial data for decision-making, and develop sales and marketing strategies for a hospitality organization.
HM 482	Hospitality Analytics for Decision Making	3	This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).
HPE 270	Physical Education and Health for Educators	3	This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.

HPE 540	Teaching and Learning in Health Professions Education	3	This course focuses on selecting and developing teaching strategies to facilitate student learning in health professions education contexts. Principles of adult learning provide the basis for developing and utilizing effective methods for different student learning styles and instruction modalities.
HPE 544	Curriculum Development in Health Professions Contexts	3	This course will focus on health administration curriculum design in higher education and/or corporate settings. The learner will propose a program concept, develop its mission and vision, and create its program and course objectives. Topics also include the ADDIE model, curriculum mapping, and implementation plans.
HPE 549	Evaluation and Assessment Methodologies	3	This course will focus on best practice strategies for assessment and evaluation of health professions education programs. Rubric creation and collection and utilization of program/course feedback in higher education and corporate settings will be discussed.
HRM 300	Fundamentals of Human Resource Management	3	This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 300T	Fundamentals of Human Resource Management	3	This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 310	Change Management	3	This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.
HRM 324	Total Compensation	3	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 324T	Total Compensation	3	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 326	Employee Development	3	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the importance training and development have on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 326T	Employee Development	3	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the importance training and development have on employee motivation. The course will also explore methods of program design, development, and assessment.
HRM 350	International Human Resource Management	3	This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.
HRM 420	Human Resource Risk Management	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 420T	Human Resource Risk Management	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.
HRM 498	Strategic Human Resource Management and Emerging Issues	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 498T	Strategic Human Resource Management and Emerging Issues	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 546	Human Resource Law	3	This course prepares human resource managers to comply with human resource laws and regulations. Other topics include: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, employee grievances, and workplace safety.

HRM 548	Recruitment and Retention Practices	3	This course prepares students to evaluate and develop a workforce to attain organizational goals. Students will learn to develop strategies to attract and retain the best employees. Other topics include workforce planning and assessment, relocation practices, negotiation, employment policies, and total compensation practices.
HRM 552	Organizational Training and Development	3	This course applies development and training concepts to enhance organizational performance. Other topics include change management, employee relations, organizational development theories and applications, and performance analysis.
HRM 558	Research in Human Resource Management	3	This course applies research and data analytics to human resource functions. Topics include forecasting, interviewing, training program analysis, job evaluation methods, and external labor market analysis.
HRM 595	Human Resource Capstone Course	3	This capstone course applies human resource concepts to improve organizational effectiveness through the development of a human resource plan. Other topics include the strategic alignment of human resource management, professional development, leadership training, forecasting HR needs, gap analysis, change management needs, HR tools and technologies, training and development, and data analysis.

HRM PA533	Human Capital Development in the Public Sector	3	This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic, union management relations, employee/employer relations.
HRM PA534	Human Capital Development in Public Administration	3	This course prepares students to apply human capital development concepts in public administration. Students will create plans for managing human capital in public administration. The application of recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, public service ethics, collective bargaining, employee/employer relations applied within government & non-profit entities will be analyzed.
HS 205	Human Service Helping Process and Self-Care	3	This course overviews the foundations of Human Services as the field applies to community assistance and support. Students will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying client needs and improving helping skills. Students will also examine techniques of self-care and support for the human service worker. These topics will include crisis and shock techniques, stress management, and internalization prevention of the human service professionals.
HS 225	Introduction to Case Management and Helping Strategies	3	This course provides an introduction to the dynamic and fast-paced area of case management. Understanding the roles, responsibilities, and the planning required in successfully managing client cases are the key themes of this course. Students will examine many phases of client cases, starting with obtaining information and progressing to implementing and monitoring client action plans.

HS 235	Public Policy, Social Welfare, and Research	3	This course explores research and information gathering methods needed to assess communities, public policy and social welfare. The tenets of public policy are explored and relationships are extrapolated based on systems of welfare, and the real-world context of meeting the needs of communities. Students examine historical perspectives of welfare systems, and basis for use in public policy. (3 credits)
HS 245	Fundamentals of Working with People	3	This course is designed to build a general overview of how to work with people. A correlation between life, family, goals, and losses is folded into the concept of working with people. This course explores the understanding of people from a high level overview, to a foundational level of how they can be helped. Key factors are unlocked including, race, gender, social class, religious contexts and ability to achieve. The role and structure of families is explored. Emphasis is placed on how to connect people in need to services available. Students will also have an opportunity to reflect on their own biases and develop methods to avoid bias while working with people in need.
HS 255	Human Service Capstone Course	3	This course is a culmination of the human services program content, integrating students' education and experiences from previous courses. Using authentic contexts, students will demonstrate their skill as human service professionals. Additionally, students will construct a portfolio which includes a personal philosophy statement on their desire to work in human services and a self-reflection on their professional goals.
HSN 301	Pharmacological Interventions I	3	This course examines the registered nurse's role in medication management, reconciliation, education, and safety.

HSN 311	Pharmacological Interventions II	3	This course builds on the knowledge and skills acquired in Pharmacological Interventions I. Complex patients, genetics and genomics, and the use of complementary and alternative medications are examined.
HSN 376	Health Information Technology for Nursing	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSN 470	Health Policy, Law, and Ethics	3	This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues to the RN generalist role. Students will analyze legislative impact on nursing practice, ethical issues, ANA Code of Ethics and regulatory governance.
HSN 476	Healthcare Policy and Financial Management	3	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.

HSN 525	Research Methodologies for the Nurse Administrator	4	This course focuses on the nurse administrator's role in overseeing the application of nursing research in diverse health care settings. A key focus is utilizing research to improve patient outcomes. Topics include research methodologies, processes for population-based research, and evidence-based practice. This course requires 20 hours of practicum.
HSN 555	Human Resources in Health Care	3	This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of practicum.
HSN 560	Organizational Systems and Informatics	3	This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of practicum.
HSN 565	Organizational Change and Negotiation	3	The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of practicum.

HSN 570	Financial Resource Management	3	This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of practicum.
HSN 575	Quality Management and Outcomes	4	This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of practicum.
HSNCB 376	Health Information Technology for Nursing	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HST 155	U. S. History to 1865	3	This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

HST 165	U. S. History 1865 to 1945	3	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	The American Experience Since 1945	3	This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying a historical perspective to analyze contemporary issues.
HST 206	Latin America	3	This course provides an overview of the history of Latin America. Topics include politics, economic development, international relations, and cultural development.
HST 275	Global Civilizations to 1500	3	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.

HST 276	Global Civilizations Since 1500	3	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HST 320	History Research Methods	3	This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.
HST 409	American Revolution	3	This course examines the American Revolutionary period from 1763 to 1789. Emphasis will be given to the causes of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans. The course will conclude with the development of the Constitution as closure of the revolutionary era. Topics in this course will address aspects of the political, economic, social, and cultural history of the American Revolution.
HST 498	History Capstone	3	This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.

HTT 201	Introduction to Hospitality	3	This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, food service, and lodging industries.
HTT 211	Hospitality, Travel, and Tourism, Supervision	3	This course introduces the tourism industry and its major components as well as a focus in hospitality supervisory skills. It covers current issues in tourism and their effects on the hospitality industry as a whole, including economic, political, and cultural forces, and quality of life effects on host locals. Career opportunities within travel and tourism are also discussed.
HTT 221	IT in Hospitality	3	This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.
HTT 231	Finance for Hospitality Professionals	3	This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.

HTT 241	Food and Beverage Management	3	This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.
HTT 251	Hospitality Operations	3	This course studies hospitality operations through the lens of the hotel and lodging industry and covers its history, growth, development, and future direction. Topics include front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines the importance of guest service operations and a review of career opportunities in lodging and resorts.
HUM 105	World Mythology	3	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUM 115	Critical Thinking in Everyday Life	3	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.

HUM 150	Introduction to Film Studies	3	Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.
HUM 186	Media Influences on American Culture	3	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the United States and around the world.
HUM 300	The Global Village	1	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.
HUM 375CA	Integrative Studies	3	This course introduces students to the concept of integrative studies by acknowledging the depth of separate disciplines and their interrelationships, modes of inquiry, and the use of thematic relationships and connections between subject areas in teaching and learning. Emphasis is placed on the historical development of interdisciplinary inquiry, processes for developing integrated themes including learning styles and resources, and the criteria for implementing a theme study for the content-specific multiple subject classroom.

IM 300	Data Organization Architecture	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
IM 305	Data Modeling	3	This course provides an in-depth look at several intermediate design and architecture concepts. The course outlines the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.
IM 310	Data Analytics and Modeling	3	This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, several schemas that drive how data is structured, and provide other database concepts relating to the design and architecture of data.
IOP 455	Professional Ethics	3	This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision- making. Students will analyze case studies related to these issues.

IOP 460	Organizational Cultures	3	This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.
IOP 470	Group Dynamics	3	This course is designed to give students an understanding of group dynamics and small group processes. Topics explored include power, perception, motivation, leadership, decision-making, and team-building. The learning team concept will be utilized to examine many concepts of group dynamics in an organizational setting.
IOP 480	Assessment Tools for Organizations	3	This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Some assessment which will be covered in this course include DISC and 360 Evaluation. Analyses of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization. Exploration in talent management, organizational, cultural, and leadership assessments will be used in various assignments to assess student learning.
IOP 490	Capstone Project	3	This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.

ISCOM 361	Purchasing and Procurement	3	This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and the supply chain interdependencies. Students will address procurement from strategic, tactical, and operational perspectives.
ISCOM 370	Strategic Supply Chain Management	3	This course will provide a brief overview of supply chains and an in-depth perspective on strategic supply chain management. This course focuses on the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve sustainable competitive advantages locally and globally.
ISCOM 374	Integrated Logistics Management	3	This course prepares students to strategically plan, implement, optimize and control the efficient and effective flow and storage of goods, services, and related information from a point-of-origin to a point-of-consumption. This course also focuses on the total systematic approach of transportation, inventory management, warehousing, and customer services.
ISCOM 383	Global Value Chain Management	3	This course describes the global value chain network and interactions between buyers and sellers in an international business environment. This course explores the impact of globalization, security, economics, and culture on successful value chains.

ISCOM 386	Service Operations Management	3	The course presents structured techniques for providing and evaluating operating efficiency and effectiveness in the hospitality industry. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, cost control, service expectations, project management, service training, performance evaluation, and analysis of guest feedback.
ISCOM 472	Lean Enterprise	3	This course provides a lean enterprise / operational excellence process improvement overview and company best practices implementation. Both manufacturing and services / office environment will be explored to address fundamental improvement practices. Problem solving, business flowcharting, process performance data collection and analysis, and the removal activities determined as wasteful or non-essential are explored.
ISCOM 476	Integrated Supply Chain Applications	3	This course introduces students to the importance of a strategic plan and its interaction with and impact on supply chain applications. Students will be exposed to the processes of supply change creation and improvement and, as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.
ISCOM 480	Supply Chain Management Capstone	3	This supply chain management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address supply chain management challenges. Students will develop a plan for adding value to the management of the supply chain by focusing on logistics, purchasing, quality processes, and ethical and global considerations.

IST 710	Foundations of Information Systems Management	3	This course surveys several major content areas of information systems and technology management that will be examined at various organizational levels later in the Information Systems and Technology focus area of the Doctor of Management program. The major content areas (sub-domains) surveyed in this course include: systems; networking, the World Wide Web, and cloud computing; the concepts of data, information, knowledge, and wisdom (DIKW); and security and privacy. Upon completion of this course, the learners will be prepared to research, analyze, and define unique management considerations of each sub-domain as it affects various organization levels.
IST 722	Information Technology for Teams	3	Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied to teams. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from effective leadership and management of teams, practices and techniques to enable effective team collaboration and organizational learning, and current and future developments in information technology to improve team performance. Upon completion of this course, learners will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723	Departmental Information Systems	3	This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.
IST 724	Organizational Information Systems Management	3	This course builds on foundational Information Systems and Technology (IST) concepts, management, and models introduced in IST/710 and other Doctor of Management (DM) courses and offers the opportunity to view and apply them at the organizational level. As the second course in the IST focus area of the DM program, IST/724 is precursor to coursework that will broaden beyond the organization to the global setting and finally into the realm of leading IS architecture and implementation. The major content areas (sub-domains) included in this course are: complexities of IT and of organizations; alignment of IT to the organization; and teams, models, and organizational effectiveness. At this level of learning (and management), the subjects are intertwined. Course readings are geared more to a balance every week within the scope of the course than to a strict adherence to that week's major topic. Upon completion of this course, the learners will be prepared to define and analyze issues related to the management and support of information systems and technology necessary to align to and support organizational objectives.

IST 731	Partnership and Industry Information Systems	3	This course extends the learning from previous intracompany relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IST domains that must be considered when developing partnerships and common industry relationships.
IST 732	Global Information Systems Management	3	This course extends the examination of the IST domains studied throughout the program to the global level. Learners will examine the application of the IST domains in the setting of a global economy and international business environment. Learners will be prepared to define the common information system (IS) management approaches for the development of business systems that can support global information systems requirements.
IST 733	Information Systems Management Architecture	3	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.
IT 200	Digital Skills for the 21st Century	3	Digital Skills for the 21st Century is a course focused on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls, and harness them to their advantage; those who can't are left behind with competitive disadvantages. today's workforce needs to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course include cloud computing, unified communication platforms, cyber security, social media, and mobile computing.

JRN 310	Introduction to Journalism	3	This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
JRN 320	Research for Journalism	3	This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.
JRN 330	Journalistic Writing I	3	This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current styles. Differences will be identified in writing for various audiences for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.
JRN 340	Journalistic Writing II	3	This course focuses on the application of the diverse journalistic writing techniques used in today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.

JRN 350	Controversial Issues in Journalism	3	This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 360	Storytelling: A Multimedia Approach	3	This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.
LAW 531	Business Law	3	This course prepares students to evaluate the legal risks associated with business activity. Students develop methods to manage an organization's legal obligations. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW 531T	Business Law	3	This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.

LAW PA513	Law and Public Administration	3	This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
LCO 336	Organizational Communication Theory	3	This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.
LCO 348	Advanced Group Communication and Leadership	3	This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task-oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.
LCO 465	Conflict Management	3	This course will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.

LCO 480	Social Media and the Organization	3	This course will focus on the strategic implementation of social media tools as they relate to a firm's integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.
LDR 300	Innovative Leadership	3	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 300T	Innovative Leadership	3	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 305	Foundations of Leadership	3	This course provides an overview of leadership theories, models, and principles. Students will gain insight into effective leadership attributes, leadership styles, organizational vision, corporate responsibility, and ethical practices.

LDR 305T	Foundations of Leadership	3	This course provides an overview of leadership theories, models, and principles. Students will gain insight into effective leadership attributes, leadership styles, organizational vision, corporate responsibility, and ethical practices.
LDR 306	Organizational Leadership: Building a Performance Culture	3	In this course, students will examine practices used to engage, inspire, and successfully lead people and organizations, with a focus on motivation, behavioral management, employee development and empowerment, diversity, culture, and performance improvement.
LDR 306T	Organizational Leadership: Building a Performance Culture	3	In this course, students will examine practices used to engage, inspire, and successfully lead people and organizations, with a focus on motivation, behavioral management, employee development and empowerment, diversity, culture, and performance improvement.
LDR 307	Leadership Strategy and Decision Making	3	Effective decision making takes a variety of perspectives and information into account, using reliable sources and reasoned approaches in support of an overall strategy. This course investigates business tactics and problem-solving techniques used in long- and short-term planning, organizational governance, innovation and creative disruption, and efficiency improvement. Topics include business model analysis and design, resource allocation, quality enhancement, contingency planning, and entrepreneurship.

LDR 307T	Leadership Strategy and Decision Making	3	Effective decision making takes a variety of perspectives and information into account, using reliable sources and reasoned approaches in support of an overall strategy. This course investigates business tactics and problem-solving techniques used in long- and short-term planning, organizational governance, innovation and creative disruption, and efficiency improvement. Topics include business model analysis and design, resource allocation, quality enhancement, contingency planning, and entrepreneurship.
LDR 308	Communication Strategies for Leaders	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.
LDR 308T	Communication Strategies for Leaders	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.
LDR 309	Leading Through Change	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.

LDR 309T	Leading Through Change	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.
LDR 310	Applied Leadership Capstone	3	The applied leadership capstone provides students with an opportunity to integrate content from throughout the program and demonstrate vital leadership principles and skills.
LDR 310T	Applied Leadership Capstone	3	The applied leadership capstone provides students with an opportunity to integrate content from throughout the program and demonstrate vital leadership principles and skills.
LDR 320	Inclusive Leadership: Diversity in the Workplace	3	This course provides students with an overview of inclusive leadership practices used to effectively manage and motivate employees, with a focus on cultural awareness, workplace diversity, intercultural communication strategies, change management, employee development and empowerment, and performance improvement.

LDR 320T	Inclusive Leadership: Diversity in the Workplace	3	This course provides students with an overview of inclusive leadership practices used to effectively manage and motivate employees, with a focus on cultural awareness, workplace diversity, intercultural communication strategies, change management, employee development and empowerment, and performance improvement.
LDR 535	Leading Change	3	This course applies leadership concepts to create organizational change. Students will create a plan to lead an organizational change in which they have no direct authority over necessary decisions. Other topics include leadership theories, organizational theory, levels of organizational change, and transformation leadership.
LDR 711A	Leadership Theory and Practice	3	In this course, students explore the theoretical and applications-based fundamentals of leadership to advance their skills and knowledge as scholar-practitioner-leaders.
LDR 721	Ethical Leadership and the Legal Landscape	3	This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.

LDR 722	Ethical Leadership and the Law in the Global Environment	3	This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.
LDR 726	The Dynamics of Group and Team Leadership	3	This course prepares learners to use advanced leadership strategies for leading teams, group communications, team building, and coaching skills to attain organizational objectives. Learners explore team and group dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731	Contemporary Issues in Leadership	3	This course explores leadership strategies and issues focusing on a changing workforce, short and long-term directions, decision-making, and performance expectations leading towards a sustainable and profitable organization. The focus is on business results that encompass organizational development and issues driving and implementing organizational change.
LDR 736	Architecture of Leadership	3	This course exposes students to historical and emerging leadership theories to enable them to develop their own individual leadership style to effectively lead in an unpredictable and rapidly changing environment. The course emphasizes the importance of leadership decision-making and maintains a strong future forward orientation in attaining organizational goals and achieving performance excellence.

LDRCB 535	Leading Change	3	<p>This course applies leadership concepts to create organizational change that increases value for stakeholders. Topics include leadership theories, organizational development approaches, servant leadership, and transformation leadership. Students will create a plan to lead an organizational change in which they have no direct authority.</p> <p>Competency 7: The student will assess leadership theories and approaches to support organizational change.</p> <p>Competency 8: The student will assess organizational culture to improve alignment between the culture, mission, vision, values, and strategies.</p> <p>Competency 9: The student will develop strategies and tactics to implement positive organizational change.</p>
LIT 235	Survey of English Literature to 1798	3	<p>This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A range of works, genres, movements, and cultural narratives will be explored.</p>
LIT 245	Survey of English Literature Since 1798	3	<p>This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A range of works, genres, movements, and cultural narratives will be explored.</p>
LIT 255	Survey of American Literature to 1860	3	<p>This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A range of works, genres, movements, and cultural narratives will be explored.</p>

LIT 265	Survey of American Literature Since 1860	3	This course is a survey of American Literature since 1860.
LIT 304	Shakespeare	3	This course will focus on Shakespearean literature and will cover significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	Major American Novel	3	This course examines the American novel through major genres and authors.
LIT 330	Modern Poetry	3	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.

LIT 375	Literary Theory and Criticism	3	This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.
LIT 410	Literature of the Fantastic	3	This course examines the genre of science fiction and fantasy through notable authors and works.
LSM 404	Introduction to Lifespan Management	3	This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.
LSM 412	Management within the Lifespan Industry	3	This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.

LSM 417	Regulations in Lifespan Management	3	This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.
LSM 423	Financial Strategies for Lifespan Management	3	This course provides students with a focus on the financing and reimbursement of lifespan management. Course content will focus on financial strategies to support environments for lifespan populations. Students will also learn about various payers and reimbursement practices that impact the management of lifespan services.
LSM 429	Lifespan Management Capstone	3	This course is the capstone for the lifespan management content where students apply management, financial, and regulatory strategies to demonstrate industry aligned competencies. Students will explore personal and professional career goals within the lifespan management industry.
LTC 310	Social and Community Related Programs and Services	3	This course provides an overview of programs and products related to our rapidly expanding long-term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.

MBL 400	Mobile Fundamentals	3	This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML5, CSS, and JavaScript® languages for mobile devices. On completion, participants will be able to plan, design, and create simple mobile applications.
MBL 402	Android Mobile Development	3	This course will cover the basics of coding for the Android™ platform. Topics include use of the Android™ APIs, persistent data retrieval and storage, testing, and publishing. On completion of the course, participants will be able to develop, test, debug, and publish working mobile applications.
MBL 404	Android Mobile Implementation	3	This course will continue to build on the fundamentals covered in Android Mobile Development I. Topics include services, multithreading, networking and publishing. Upon completion of the course, participants will be able to both develop useful mobile applications and implement effective testing and deployment strategies.
MBL 406	iOS Mobile Development	3	This course will cover the basics of iOS programming. Topics include Swift programming language, persistent data retrieval; and storage, testing, and publishing. On completion of the course, students will be able to develop, test, debug, and publish working mobile applications.

MBL 408	IOS Mobile Implementation	3	This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include web services, media, gaming, data integration, security, and distribution. Upon completion of the course, participants will be able to develop sophisticated mobile applications and distribute as well as monetize these apps.
MFCC 537	Child and Adolescent Counseling	3	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behaviors and learning problems are explored.
MFCC 551CA	Legal and Ethical Issues in Marriage and Family Therapy	3	This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.
MFCC 556	Family Systems Theory	3	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.

MFCC 561	Family Interventions	3	This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.
MFCC 566	Advanced Marriage and Family Therapy	3	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 567	Seminar in Marriage and Family Counseling	3	In this course, students will be required to apply marriage and family counseling theory, along with therapy skills acquired throughout the program. Students will gain a deeper understanding of working with diverse families, families in transition, families with mental health issues, families facing crisis and trauma, along with current trends in marriage and family counseling.
MFCC 591	Pre-Practicum in Marriage and Family Counseling	3	This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.

MFCC 591O	Orientation to Practicum in Marriage and Family Counseling	0	This course is an orientation to the pre- practicum and practicum courses.
MFCC 592	Practicum	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
MFCC 597A	Internship A	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597B	Internship B	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MFCC 597C	Internship	3	Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.
MFCC 599A	Practicum in Marriage and Family Counseling A	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 599B	Practicum in Marriage and Family Counseling B	3	Practicum in Marriage and Family Counseling is a 600-hour clinical experience required of all MSC students. The practicum is divided into two 300-hour sections, each lasting 15 weeks (Nevada has three 200-hour sections). The practicum experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.
MFCC 599C	Practicum in Marriage and Family Counseling C	3	Practicum in Marriage and Family Counseling is a 600-hour clinical experience required of all MSC students. The practicum is divided into two 300-hour sections, each lasting 15 weeks (Nevada has three 200-hour sections). The practicum experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

MGT 230	Management Theory and Practice	3	This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.
MGT 312	Organizational Behavior for Managers	3	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, and describe the relationship between job satisfaction and job performance, and the relationship between the human resource function and organizational development.
MGT 312T	Organizational Behavior for Managers	3	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 314	Hospitality Entrepreneurship	3	This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.

MGT 316	Managing with a Global Mindset	3	In this course, students will examine primary business functions, economic systems, operational processes, and decision-making principles used to effectively manage business operations.
MGT 316T	Managing with a Global Mindset	3	In this course, students will examine primary business functions, economic systems, operational processes, and decision-making principles used to effectively manage business operations.
MGT 330	Management Theory, Practice, and Application	3	This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.
MGT 362	Change Management and Implementation	3	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.

MGT 362T	Change Management and Implementation	3	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.
MGT 401	Small Business: Structure, Planning, Funding	3	This course provides an overview of the small business from concept through funding. Emphasis on designing a competitive business model, crafting the business plan, forms of ownership, and exploring funding options.
MGT 411	Innovative and Creative Business Thinking	3	This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects span theory and practice and draw upon examples from multiple industry sectors.
MGT 418	Evaluating New Business Opportunities	3	This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

MGT 420	Managing Quality in the Supply Chain	3	This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.
MGT 434	Employment Law	3	This course provides an overview of federal statutes and state-regulated areas that affect the personnel function. Among topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
MGT 434T	Employment Law	3	This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
MGT 445	Organizational Negotiations	3	This course provides an overview of negotiations in an organizational setting. Students learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students also examine conflict management techniques and emerging negotiation trends in globalization and technology.

MGT 448	Global Business Strategies	3	The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.
MGT 465	Small Business and Entrepreneurial Planning	3	This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include a strategic application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting the business plan to the realistic needs of a small business owner and entrepreneur.
MGT 498	Strategic Management	3	This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan. Special emphasis is placed on business ethics, sustainability, innovation, and the legal environment of business.
MGT 526	Managing in a Changing Environment	3	This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine fast-paced changes including evolving demographics and emerging technologies and how they relate to innovative talent management, leadership, and managerial responses to addressing future organizational challenges.

MGT 527	Consulting	3	This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.
MGT 538	Managing in a Cross-Cultural Environment	3	This course prepares students on how to manage across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and inclusion within a cross-border organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.
MGT 576	Opportunity Evaluation and Value Creation	3	This course examines the processes of identifying, exploring, and exploiting opportunities for value creation-economic, social and/or environmental value. Students will learn how to create value within a large organization or entrepreneurial venture, a critical skill enabling entrepreneurial thinking. Students will gain exposure to strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.
MGT 598	Consulting Project	3	This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.

MGT 711	Strategic Opportunities in an Internet-Based Global Economy	3	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing business and management models, assessing geopolitical and economic factors that influence business strategy, and decision making in a global environment.
MGT 716	Management Philosophies	3	Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.
MGT 721	Managing the Risks in a Global Environment	3	This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.
MGT 726	Emerging Managerial Practices	3	Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.

MGTCB 526	Managing in a Changing Environment	3	<p>This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine fast-paced changes including evolving demographics and emerging technologies and how they relate to innovative talent management, leadership, and managerial responses to addressing future organizational challenges.</p> <p>Competency 1: The student will analyze the needs of organizations within a changing global business environment.</p> <p>Competency 2: The student will align operational needs with business strategies.</p> <p>Competency 3: The student will explain how evolving demographics and emerging technologies transform organizations.</p>
MGTCB 576	Opportunity Evaluation and Value Creation	3	<p>This course examines the processes of identifying, exploring, and exploiting opportunities for value. You will learn how to create value within a large organization or entrepreneurial venture. This is a critical skill enabling entrepreneurial thinking. You will be exposed to different types of strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.</p> <p>Competency 28: The student will evaluate opportunities to add economic, social, and environmental value for an organization.</p> <p>Competency 29: The student will evaluate competitive advantages and value-creating opportunities for organizations.</p> <p>Competency 30: The student will develop a value-creation strategy for an organization.</p>
MHA 505	Systems Thinking in Health Care Environments	3	<p>The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.</p>
MHA 506	Ethical Marketing: the New Health Care Economics	3	<p>The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.</p>

MHA 507	Leveraging Informatics in the Health Sector	3	The learner will determine how best to "tell the story" by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking.
MHA 508	Navigating the Regulatory Environment in Health Care	3	The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures within organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action.
MHA 515	Scanning the Health Sector as an Industry Expert	3	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts.
MHA 516	Operating in Structure: Health Sector Policy and Governance	3	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organizations, and the importance of risk-based policy and governance models in the health sector.

MHA 520	Sector Stakeholders: Identifying and Cultivating Alliances	3	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization.
MHA 542	Leading with Authenticity in the Health Sector	3	The learner will begin to exemplify the traits of authentic and adaptive leadership in the context of the health sector. Topics include leading in complex environments (transparency, vulnerability, and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and meaningful collaboration.
MHA 543	Tackling the Talent War in the Health Sector	3	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and engagement.
MHA 560	Creating a Sustainable Legacy: Healthy Communities	3	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.

MHA 598	Leveraging Results to Build Brand in the Health Sector	3	Learners will examine strategies for successfully elevating the role of the health care organization through a well-defined "brand". Topics will include brand-as-promise, brand-as-experience, and brand-as-emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.
MHA 599	Capstone: Leading the Organization Through Change	3	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.
MKT 310	Personal Selling	3	This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.
MKT 320	Business-to-Business Sales Management	3	This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.

MKT 360	Sales Force Management	3	This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.
MKT 421	Marketing	3	This course develops an understanding of the complexities public and private organizations face in developing, establishing, and implementing marketing strategies in both domestic and international markets. Areas of study include basic marketing concepts, marketing research, consumer behavior, branding, products/services, pricing, distribution channels, promotions, ethical marketing practices, global and multicultural marketing, and the technologies used throughout the marketing process.
MKT 421T	Marketing	3	This course develops an understanding of the complexities public and private organizations face in developing, establishing, and implementing marketing strategies in both domestic and international markets. Areas of study include: basic marketing concepts, marketing research, consumer behavior, branding, products/services, pricing, distribution channels, promotions, ethical marketing practices, global and multicultural marketing, and the technologies used throughout the marketing process.
MKT 431	Small Business Marketing	3	Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, developing effective pricing and advertising strategy.

MKT 435	Consumer Behavior	3	This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing strategy. Family and cultural factors that influence consumer behavior are considered as they relate to the development of marketing programs. Consumer decision-making processes are examined to develop marketing communications strategies. Tools are developed to measure the effect of consumer behavior theory in effective marketing strategies.
MKT 438	Public Relations	3	This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.
MKT 440	Fundamentals of Digital Marketing	3	This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.
MKT 441	Marketing Research	3	This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.

MKT 443	Social Media Marketing	3	The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.
MKT 444	Hospitality Marketing	3	This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer-relationships through marketing.
MKT 446	Search Engine Optimization	3	This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to perform a competitive analysis, create a keyword strategy, design a website architecture, create a page-level strategy, develop a content and social media strategy to enhance a website's ability to be found, and identify techniques and tools that enhance search results across user interfaces.
MKT 447	Advertising and Creative Strategy	3	This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.

MKT 448	Web Analytics for Digital Marketing	3	This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.
MKT 468	Customer Relationship Management	3	This course provides an overview of the sales management process, with an emphasis on the importance of developing the skills, attitudes, and thinking patterns needed in order to win customer satisfaction and loyalty. Specific behaviors, techniques, leadership styles, performance evaluation metrics, and future directions are provided to maximize professional success.
MKT 498	Integrated Marketing Strategy	3	This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.
MKT 544	Integrated Marketing Communications	3	This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

MKT 554	Consumer Behavior	3	This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.
MKT 562	Advanced International Marketing	3	This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.
MKT 574	Marketing: Social, Mobile, and Analytics	3	This course examines the marketing process, marketing research, product development innovation, pricing strategy, distribution, advertising and promotion, and strategic marketing issues. Special emphasis will be placed on the analytical and digital aspects of marketing management. Students will be able to apply industry knowledge to navigate digital marketing topics and evaluate impact.
MKT 575	Marketing Strategy	3	This course prepares students to manage the marketing process. Using creative problem-solving and decision-making skills, students will learn to identify market trends, prepare an industry analysis, and plan a marketing strategy to achieve organizational goals. Students will also become familiar with the concepts of consumer behavior, competitive advantage, branding, target market opportunities, and market differentiation and positioning.

MKT 578	Public Relations	3	This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations, promotion, public relations tools, publicity, and ethics.
MKT 593	Product Design and Development	3	In this content area capstone course, students design an innovative product or service that satisfies an unmet consumer need. Students use applied qualitative and quantitative research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, market research techniques, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.
MKT 711	Marketing and Managing the Customer Relationship	3	This course evaluates how organizations manage relationships with their customers and apply research-based marketing information to the development and marketing of products and services tailored to target customers. Topics include market segmentation, target marketing, delivering superior value, relationship marketing, ethics, and marketing strategy.
MKTCB 574	Marketing: Social, Mobile, and Analytics	3	<p>In this course, you learn to develop marketing strategies, consider how to communicate value to target markets, learn the importance of branding, and look at marketing through digital and social media lenses and the relevance of legacy marketing approaches. You will practice these concepts and apply them by creating your own strategic marketing plan. Your strategic marketing plan is an important preparation for your capstone course, where you will assemble a complete business plan.</p> <p>Competency 19: The student will develop marketing strategies to promote products and services.</p> <p>Competency 20: The student will evaluate marketing communications channels to attract buyers and increase customer loyalty.</p> <p>Competency 21: The student will analyze the role of market research and data analytics in marketing planning.</p>

MPA 503	Public Administration Institutions and Processes	3	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.
MPA 533	Leading Organizational Change in the Public Sector	3	This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 534	Leading Organizational Change in Public Administration	3	This course prepares students to lead change in the public administration arena. Students will apply leadership change theories congruent to the unique role of shared decision-making between officials in public and non-profit environments. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 543	Data Analysis for Public Policy and Management	3	This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, posttesting, correlation, and forecasting.

MPA 553	Public Finance	3	This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 554	Finance in Public Administration	3	This course prepares students to apply the principles of economics to public administration. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include analyzing revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 563	Public Budgeting	3	In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.
MPA 564	Budgeting in Public Administration	3	In this course students learn the accounting and budgeting tools and theories used in public administration. Students will analyze the relationship between public policy and the budget process. Other topics include budgetary decision making, basics of government and not-for-profit fiscal management, reporting, capital and operating expenditures, and inter-period equity.

MPA 573	Program Evaluation	3	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.
MPA 583	Public Policy Planning and Implementation	3	This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy- making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy alternative evaluation, and stakeholder conflicts.
MPA 593	Public Administration Applied Project	3	Students will utilize knowledge learned in the entire MPA program to develop a comprehensive applied public sector policy and implementation plan. It is highly encouraged that students develop a current project in partnership with an actual public sector leader in their organization.
MPA TM543	Leveraging Technology in the Public Sector	3	This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.

MPA TM544	Leveraging Technology in Public Administration	3	This course prepares students to leverage technology in support of effective and efficient administration of government and non-profit entities. Students will apply technology concepts to enhance self-service tools and social media for citizens while providing data security and respecting privacy concerns. Other topics include accessibility, mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.
MPH 510	Public Health Professional Practice	3	This course examines the historical and chronological milestones of the field of public health; provides an overview of the goals and guidelines for public health practice through the next decade; provides an evaluation of ethical choices, values and professional practices implicit in public health decisions; considers the effect of public health choices on community stewardship and highlights equity, social justice and accountability in decision-making processes.
MPH 520	Social and Behavioral Aspects of Public Health	3	This course focuses on concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. It addresses the behavioral, social and cultural factors related to individual and population health over the life-time. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.
MPH 530	Epidemiology Concepts and Public Health Diseases	3	This course provides an introduction to the skills needed by public health professionals to critically interpret disease. The main concepts of this course will cover distributions and determinants of disease, disabilities, injury, and death in human populations. This course provides an opportunity for learners to apply epidemiology concepts to case studies.

MPH 540	Environmental and Occupational Health Management	3	This course provides a foundation to the ecological basis of health and disease. The application of the principles and framework of ecosystems in managing public health initiatives are addressed, including the social, biological, physical, and chemical factors that affect the health of organizations and communities. Hazardous agents found in occupational environments are reviewed for their potential health effects, and procedures for prevention of occupational illnesses and injuries are examined.
MPH 550	Public Health Statistics	3	This course focuses on the development and application of health statistics and reasoning; and will discuss methods of addressing, analyzing, and solving problems in public health. The collection, storage, retrieval, analysis and interpretation of health data, and the design and analysis of health-related surveys and experiments are central to the practice of health data analysis.
MPH 560	Public Health Systems and Services Administration	3	This course will introduce U.S. public health delivery systems and administration and management of these systems. Major components of administration and management principles within a health system or organization are examined, including the organization and financing of health care systems, access to health care, regulation and policy issues, and the health care workforce.
MPH 570	Public Health Policy and Leadership	3	This course examines public health approaches to improve health through policy change. Theoretical and practical applications of legislative advocacy in the area of health policy are explored, along with the implications of research on public health policy development. Learners will evaluate the collaborative efforts between community groups, institutions, and local and state-level governments to make sustainable changes for improved health outcomes.

MPH 600	Community Resiliency and Response Preparedness	3	This course examines the ability of a community to use its assets to strengthen public health and healthcare systems and to improve the community's physical, behavioral, and social health to withstand, adapt to, and recover from adversity. This course provides learners with opportunity to expand their knowledge beyond the traditional preparedness approach by creating actions that build readiness while also promoting strong community systems and addressing the many factors that contribute to health. Key preparedness activities are reinforced with resilience factors to improve everyday health, wellness, and community systems.
MPH 601	Public Health Promotion and Education	3	This course examines health education theories and practices. Learners are given opportunity to create goals and objectives and apply theories and models of instructional strategies. Learners will create units of instruction for community health settings and populations. Strategies that enhance health education and health promotion for special populations are emphasized.
MPH 602	Public Health Communication and Advocacy	3	This course is designed to provide learners with a critical understanding of the effects of media as a vehicle to promote and impede the achievement of public health goals. Learners will develop communication skills to use a variety of media strategies to advance public health policies and promote social change. Learners are provided with opportunity to advance their personal presentation and communication skills.
MPH 603	Race and Ethnicity Determinants of Health	3	This course examines how race, ethnicity, and health intersect; explores determining factors of health such as patterns in demography; social environmental factors such as social class, racial and spatial segregation; healthcare inequalities; and systemic racism in contributing to inequalities in health.

MPH 604	Special Topics in Public Health	3	This course provides learners with an opportunity to apply public health professional principles and models and create solutions for current and relevant public health topics.
MPH 680	Community Health Leadership Experience I	3	This course will provide learners with an opportunity to apply Community Health Leadership concentration competencies within a community health setting. In this first course of the two-part culminating project and practicum experience, students are required to complete a minimum 100 of the total 200 required hours of practicum work; submit a proposal of how the concentration competencies will be applied to their practicum experience; complete approval and tracking forms; complete a culminating project report.
MPH 690	Community Health Leadership Experience II	3	This course will provide learners with an opportunity to apply Community Health Leadership concentration competencies within a community health setting. In this second course of the two-part culminating project and practicum experience, students are required to complete the remaining of the total 200 required hours of practicum work; complete tracking forms; complete a final summary report of practicum experience; evaluation of practicum experience; PowerPoint presentation of practicum experience; and a culminating project summary to include how the learner will utilize the practicum experience as part of their community health leadership portfolio or as a presentation at a public health conference or meeting.
MTE 001	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the teacher education program. Students will be introduced to the program's progression and degree completion requirements. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.

MTE 501	The Art and Science of Teaching	2	This course introduces teaching as both an art and a science. Topics for discussion include a historical overview, basic philosophies, professionalism, legal or ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 503	Orientation to Alternative Pathway Certificate	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and the Student Teacher Performance Assessment will be discussed.
MTE 506	Child and Adolescent Development	2	This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 507	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

MTE 507CA	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 510	Professional Knowledge, Skills, and Dispositions	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
MTE 511	Child/Adolescent Growth, Development, and Learning	3	This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 512	Teaching the Exceptional Learner	3	This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.

MTE 513	Evaluation and Data Literacy	3	This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.
MTE 516	Foundations of the Professional Educator	3	This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and will explore basic philosophies, professionalism, and legal and ethical ramifications in education.
MTE 517	Technology Integration for Educators	3	This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.
MTE 518	Models, Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522	Maintaining an Effective Learning Climate	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 522CA	Maintaining an Effective Learning Climate for Elem Settings	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523	Maintaining an Effective Learning Climate	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and recordkeeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 523CA	Maintaining an Effective Learning Climate	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and recordkeeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 528CA	Curriculum Constructs and Assessment: Visual Arts	3	This course explores the theory, application, and strategies of teaching the visual arts for the single subject teacher candidates. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact the arts. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
MTE 529	Reading and Phonological Theory	2	This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.
MTE 531	Curriculum Const & Assmt: History/Social Science	2	This course defines and provides a context for teaching and assessing K-8 students in the area of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.
MTE 533	Curriculum Constructs and Assessment: Science and Mathematics	4	This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534	Curriculum Const & Assmt: Visual and Performing Arts	2	This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
MTE 536	Children's Literature	3	This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and assessment in reading. Methods for incorporating the use of children's literature in all content areas will also be examined.
MTE 537	Curriculum Const & Assmt: Physical Education and Health	2	This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.
MTE 541CA	Language Development for Secondary Settings	2	This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English language learner (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MTE 551	Curriculum Constructs and Assessment: Physical Education	3	This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction. Participants will explore the integration of various resources and literacy into physical education and examine parent and community involvement.
MTE 556	Curr Constr & Assess: Distance Ed Methods for Sec Schools	3	This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 559	Curriculum Constructs and Assessment: Secondary Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
MTE 562	Assessment and Evaluation	3	This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

MTE 564CA	Curriculum Constructs and Assessment: Secondary Mathematics	3	This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction. Participants will explore the integration of various resources and literacy into mathematics and examine parent and community involvement.
MTE 566	Curriculum Const & Assmt: Secondary English/Language Arts	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 566CA	Curriculum Const & Assmt: Secondary English/Language Arts	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. Participants will explore the integration of various resources and literacy into language arts and examine parent and community involvement.
MTE 567	Curriculum Const & Assmt: Secondary History/Social Science	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 567CA	Curriculum Const & Assmt: Secondary History/Social Science	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. Participants will explore the integration of various resources and literacy into social studies and examine parent and community involvement.
MTE 569	Curriculum Constrcts and Assessment: Secondary Science	3	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MTE 569CA	Curriculum Constructs and Assessment: Secondary Science	3	This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations. Participants will explore the integration of various resources and literacy into science and examine parent and community involvement.
MTE 583	Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

MTH 110	History of Mathematics	1	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.
MTH 210	Fundamentals of Geometry	3	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.
MTH 213	Mathematics for Elementary Educators I	3	This is the first course of a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214	Mathematics for Elementary Educators II	3	This is the second course in a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability, and data analysis.

MTH 215	Quantitative Reasoning I	3	Students apply advanced quantitative reasoning skills to solve real world problems. This course emphasizes modeling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 215T	Quantitative Reasoning I	3	Students apply advanced quantitative reasoning skills to solve real world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 216	Quantitative Reasoning II	3	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.
MTH 216T	Quantitative Reasoning II	3	This applications-driven course prepares students to critically analyze and solve problems using quantitative reasoning. Students approach real world scenarios using numerous reasoning skills and mathematical literacy to draw conclusions.

MTH 217	Statistics I	3	Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.
MTH 218	Statistics II	3	Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.
MTH 219	Introduction to College Algebra	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 219T	Introduction to College Algebra	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MTH 220	College Algebra	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MTH 220T	College Algebra	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MTH 221	Discrete Math for Information Technology	3	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
MTH 280	Calculus I	4	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.

MTH 290	Calculus II	4	This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums, and indefinite integrals, and apply these to real-life problems. The course concludes with the Fundamental Theorem of Calculus.
MTH 360	Linear Algebra	3	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.
MTH 380	Calculus III	3	This course builds on the concepts of presented in MTH/310 Calculus I and MTH/320 Calculus II. Students examine functions of more than one variable, curves in space, and Newtonian mechanics in three dimensions. Students explore partial derivatives and differentials as well as local and global extrema. In addition, students use differentiation techniques for functions of many variables.
MTH 463	Applied Statistics	3	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. In addition, this course examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 530	Linear Algebra	3	The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.
MTH 535	Geometry	3	This course is designed for students to demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system. Students will apply theorems to evaluate various problems, analyze the properties of figures, and formulate equations utilizing geometric foundations.
MTH 540	Statistics	3	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, terminology, the appropriate use of techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 575	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.

NRP 507	Advanced Pharmacology	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 507CA	Advanced Pharmacology	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 508	Health Policy and Role of the Advanced Practice Nurse	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 508CA	Health Policy and Role of the Advanced Practice Nurse	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.

NRP 511	Advanced Pathophysiology	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 511CA	Advanced Pathophysiology	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 513	Clinical Applications of Theory and Research	4	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.
NRP 513CA	Clinical Applications of Theory and Research	4	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.

NRP 516	Advanced Health Assessment	4	Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for clients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 45 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.
NRP 531	Advanced Health Assessment I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 531CA	Advanced Health Assessment I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 540	Management of Pediatric and Adolescent Populations	5	This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.

NRP 543	Management of Pediatric and Adolescent Populations	4	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.
NRP 543CA	Management of Pediatric and Adolescent Populations	4	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.
NRP 545A	Adult and Geriatric Management	4	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine, and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.
NRP 545B	Adult and Geriatric Management	4	This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genito-urinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 552	Clinical Procedures	2	This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be ECG, X-ray, spirometry interpretation, and diagnostic imaging as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.
NRP 555	Adult and Geriatric Management I	4	This is the first of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 555CA	Adult and Geriatric Management I	4	This is the first of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 556	Adult and Geriatric Management II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.

NRP 556CA	Adult and Geriatric Management II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 560	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal obstetrics. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.
NRP 563	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 563CA	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.

NRP 566	Preceptorship	4	This 480-hour precepted clinical course provides students with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.
NRP 571	Advanced Health Assessment II and Clinical Procedures	4	This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 571CA	Advanced Health Assessment II and Clinical Procedures	4	This course is a continuation of NRP/531CA: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 590	Final Preceptorship	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.

NRP 590CA	Final Preceptorship	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NSG 302	Professional Contemporary Nursing Role and Practice	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.
NSG 345	Medical/Surgical Nursing II: Complex and Geriatrics	5	This course focuses on the care of patients with chronic and complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course. Clinical hours include immersive simulation learning.
NSG 416	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.

NSG 416CA	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 421	Care of the Family and Community	4	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 426	Integrity in Practice: Ethic and Legal Considerations	3	This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSG 440	Pediatric Nursing	4	This course focuses on the utilization of Watson's theory of human caring with patients from birth to 18 years. Students will examine the management of acute and chronic illness in the pediatric patient in a variety of settings. The understanding of human growth and development is the foundational framework for the course. Students are required to successfully complete 60 clinical hours to pass the course. Clinical hours include immersive simulation learning.

NSG 451	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSG 451CA	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSG 452	Public and Global Health	4	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 456	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.

NSG 456CA	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.
NSG 468	Influencing Quality within Healthcare	3	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSG 470	Nursing Leadership and Management	4	This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course. Clinical hours include immersive simulation learning.
NSG 471	Nursing Leadership and Management	4	This course examines the nurse as a manager of patient care using leadership and management principles. Promotion of quality patient care through delegation, problem-solving, interprofessional collaboration, and decision-making is explored. Review and preparation for the RN licensure examination is incorporated.

NSG 480	Nursing Synthesis	4	This capstone course provides opportunities for students in their final course of study to analyze and synthesize content and experience from all nursing courses. This course requires the student to prepare, practice, and test for the national licensure examination for registered nurses. This course prepares the student for the application process for RN licensure.
NSG 481	Influencing Nursing Practice	2	Students integrate knowledge of nursing practice and synthesize program knowledge to prepare for national licensure.
NSG 482	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSG 482CA	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California.

NSG 486	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles.
NSG 486CA	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.
NSG 498	Senior Leadership Practicum	3	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 501	Pathophysiology, Assessment Variables and Pharmacology I	3	This course presents an integrated approach to advanced pathophysiology, health assessment, and pharmacology in select patient populations. Collaboration and research are used to guide analysis and evaluation of pathological and pharmacological interventions.

NSG 502	Pathophysiology, Assessment Variables and Pharmacology II	3	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 511	Contemporary Nursing Practice	3	This course emphasizes the College of Nursing's philosophical framework for professional practice and the role of the graduate nurse as practitioner, leader, and researcher. Topics include conceptual models, nursing theory, theory frameworks, conceptual terms, and the utility and application of nursing theories in practice. A key focus is introducing students to various conceptual perspectives to guide new ideas, research questions, and interpretations in nursing practice.
NSG 512	Nursing Research	3	This course focuses on the role of the graduate nurse in research processes and evidence-based nursing practice. The key concepts focus on the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, data analysis, and the role of the nurse as scientist.
NSG 513	Inter-Professional Leadership and Management	3	This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in health delivery systems, leadership in the current health care environment, and the future of nursing.

NSG 514	Health Law, Policy, Ethics, and Global Trends	3	This course examines the influences of payer sources and regulation on health care policy, the ethical allocation of resources, and how economics impacts health care access. Exploration of global health trends broadens the nurse leader's awareness of ethical and economic influences on health issues.
NSG 516AD	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516ED	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 516IN	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.

NSG 517AD	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517ED	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 517IN	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.
NSG 531	Program and Course Development	3	Nurse educators are responsible for creating programs and courses for diverse settings while aligning to multiple regulations and standards for nursing education. Completing a needs assessment and developing effective programs and courses through a systematic framework is critical. Learners will evaluate instructional methods and theories for teaching and learning and will differentiate between the strategies used to develop, implement, and evaluate educational programs.

NSG 532	Innovative Curriculum Design	3	Developing curriculum that aligns to the program's mission, standards, and outcomes is important in creating an effective program. Delivering curriculum to a diverse population in an organized fashion, taking into consideration the best modality for delivery, promotes engagement and critical thinking skills. Learners will analyze current trends and issues in curriculum design, evaluate innovations and technologies used to develop engaging curriculum, and determine best practices for course improvement.
NSG 533	Educational Assessment and Evaluation	3	Nurse educators count on reliable and valid information to evaluate the effectiveness of an educational program. Thoughtful creation of evaluation tools that align to an educational taxonomy is an important step in order to obtain qualitative and quantitative data that informs the nurse educator about how well learners are performing. Communicating assessment and evaluation results to others, and gaining their input, provides the nurse educator the opportunity to make curricular improvements based on stakeholder feedback. Learners will evaluate assessment methods used to measure performance and improve educational programs, and develop a communication strategy to share results with stakeholders.
NSG 534	Facilitating Engaged Learning	3	Nurse educators use instructional design approaches to build effective courses with engaging activities and assignments. Creating interesting and innovative materials for learners and faculty is critical for learning success. Using technologies in the classroom, regardless of the delivery modality, provides learners and faculty with the most up-to-date educational resources available. Learners will analyze the systematic model of analysis, design, development, implementation, and evaluation to create instructional products and solutions.
NSG 536	Practicum Elective I	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.

NSG 537	Practicum Elective II	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a third practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 541	Data Analysis and Management	3	The course challenges the student to manage data generated from the electronic health record. Data management may require recommendations for additional data or how to sort current data to obtain information necessary for comprehensive analysis which supports quality initiatives, risk management, or data trends.
NSG 542	Information Workflow	3	This course requires the student to define patterns of workflow in order to manage data. There is a necessity to knowing what data will be needed by various departments within the organization. The student will demonstrate the ability to develop a plan for data distribution.
NSG 543	Database Management	3	This course engages the student in management of databases to develop forms, tables, reports and queries. Database models will be explored. Data mining techniques will be explored to discover new knowledge that may be hidden in the stored data. Query will be explored as a tool to manipulate data.

NSG 544	Evaluation and Application of Information	3	This course explores the use of data for the purposes of strategic planning, reimbursement, rules and regulations, accreditation, and disease surveillance. Measures to assure data quality and validity will be explored.
NSG 547	Human Resources Management	3	This course focuses on the nurse administrator's role for supervising the nursing personnel and support staff. The topics covered are common to nurse administrators. They include: responsibilities for recruitment, scheduling, counseling, coaching, mentoring, developing and evaluating nursing staff and support personnel. The legal implications surrounding interviewing, hiring, managing and terminating employment will also be explored.
NSG 557	Organizational Dynamics and Systems Thinking	3	This course focuses on organizational effectiveness, systems management. The role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery Principles and models of change will be explored.
NSG 567	Financial Resources Management in Health Care	3	This course engages the student in the processes of budget preparation, analysis, and monitoring. These processes are essential for analyzing the financial performance of an organization, service, or system. Emphasis is placed upon the use of resources to support organizational mission and strategic vision.

NSG 577	Continuous Quality Monitoring and Outcomes Improvement	3	This course focuses on identification of quality markers within health care. The learner will utilize data to support development and evaluation of performance measures. The many variables which impact quality will also be considered.
NSG 580	Practicum	4	This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of practicum.
NSGCB 302	Professional Contemporary Nursing Role and Practice	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidence-based practice, and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.
NSGCB 416	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.

NSGCB 426	Integrity in Practice: Ethic and Legal Considerations	3	This course addresses legal and ethical aspects of the professional nurse's role in health care delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSGCB 451	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing health care resources, assessing quality and risk in patient care, and decision-making models.
NSGCB 482C	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities.
NSGCB 486C	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California.

NTC 245	Foundation of Local Area Networks	3	This foundational course covers local area network topics, including rationale for networking. Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.
NTC 248	Foundations of Networking	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTC 248T	Foundations of Networking	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTC 255	Storage and Management of Data	3	This course introduces fundamental concepts and practices for information storage and management in cloud, virtualization, and networking environments. Included are elements and practices of data centers, information storage networking technology, storage systems, and business continuity practices. Also addressed are management and security in information storage infrastructures.

NTC 260	Foundations of Cloud Services	3	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 275	Storage Management Capstone	3	This is the capstone course for information storage management. The course provides students with the opportunity to integrate and apply learning from their program of study in a comprehensive manner. Students will demonstrate competency and skills in the monitoring and management of information storage infrastructure, explain and use relevant network security concepts, and apply cloud interface standards and protocols for building cloud infrastructure.
NTC 300	Cloud Technologies	3	This course will provide the knowledge and skills required to understand foundational and advanced cloud terminologies/methodologies; to implement, maintain, and deliver cloud technologies and infrastructures (e.g., server, network, storage, and virtualization technologies); and to understand aspects of IT security and use of industry best practices related to cloud implementations.
NTC 302	Network Web Services	3	This course covers Network Web Services with a specific focus on Amazon Web services (AWS CCP). The course will help an IT professional gain knowledge and skills necessary to effectively demonstrate an overall understanding of the AWS Cloud, independent of specific technical roles.

NTC 304	Cloud Developing	3	This course provides an introduction to developing on Amazon Web Services (AWS). Covering foundational knowledge on how to configure, develop, deploy and debug secure cloud-based applications using AWS. Designed to help students gain technical expertise in development using cloud technologies, this course prepares students to take the AWS Certified Developer - Associate level AWS Certification exam.
NTC 306	Cloud Operations	3	The course will show students how to create automatable and repeatable deployments of networks and systems on AWS and covers specific AWS features and tools related to configuration and deployment. Students will learn how some AWS customers design their infrastructures and implement various strategies and services. Students will build a variety of infrastructures via guided, hands-on activities.
NTC 320	Network Design Associate	3	This course provides an intensive workshop where the student will gain the hands-on experience in topics aligned to the CCDA: Cisco Certified Design Associate certification exam. Topics may include: understanding the methodology used to design a network; describing network structure and modularity; and designing enterprise campus networks, enterprise edge and remote network modules, IP addressing and routing protocols, and network services.
NTC 324	Windows Server Configuration	3	This course provides students with the knowledge and skills necessary to install and configure Windows Server. The course covers server installation and configuration, server virtualization configuration, and maintaining and monitoring server environments.

NTC 326	Administering Windows Server	3	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Managing Network Services, Server Policy Infrastructure, and Managing Directory Services & Group Policy.
NTC 328	Advanced Windows Services	3	This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure & Access Solutions.
NTC 361	Network and Telecommunications Concepts	3	This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.
NTC 362	Fundamentals of Networking	3	This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Network routing, switching, and Wi-Fi are covered. Also covered in this course is an introduction to the OSI model, the TCP/IP model, basics of wireless communications standards, and network security.

NTC 364	NETWORK TECHNOLOGIES	3	This course provides comprehensive information and foundational knowledge about core Cisco technologies, helping you implement and administer Cisco solutions.
NTC 405	Telecommunications and Networking I	3	This course is designed to provide the fundamentals of basic telecommunications, including an introduction to standards, organizations and governing bodies, concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems, explaining how the electronic concepts assist in network troubleshooting.
NTC 406	Telecommunications and Networking II	3	NTC/406 provides analysis of multiple aspects of computer networking including the seven levels of the open systems interconnection (OSI) model which is the basis for analysis of network protocols. Each aspect of networking is analyzed with the related theory applied to specific applications in the industry.
NTC 409	Global Network Architecture and Design	3	This course addresses the fundamentals of network design and analysis with an emphasis on business network needs. The network design techniques necessary for Local Area Network (LAN) and Wide Area Network (WAN) implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.

NTC 411	Global Network Management, Support and Security	3	This course broadens the concept of network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts, and the available tools to the network designer. The development and management of the relationships between the enterprise and the Wide Area Network (WAN) providers is discussed. Network security, disaster recovery, and business continuity planning is also addressed in this course.
NTC 415	Network Integration Project	3	The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality, will be applied. End-to-end performance criteria and service levels guarantees will be examined as a part of network design project. Network capabilities to handle varying types of traffic, from low speed data to large image files and streaming video and digital voice, will be explored.
NTC 425	Networking and Security in Health Information Systems	3	This course covers the concepts of health information security and networking. Content includes governmental regulations, data security, and working with Health Information Exchange (HIE) systems. Coursework explores contingency planning, network architecture, hardware, and system security concepts.
NUR 590A	Nursing Practicum-A	1	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with various nursing experts in clinical application projects.

NUR 590B	Nursing Practicum-B	2	This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with various nursing experts in clinical application projects.
OI 365	Knowledge Management and Intellectual Capital	3	In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.
OI 466	Organizational Innovation Integrated Project	3	This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.
ONL 507	Digital Citizenship for Educators	3	The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real world functions and authentic applications.

OPS 330	Strategic Operations and Logistics	3	Strategic operations and logistics are key to maximizing value, minimizing costs, and ensuring efficient process management. This course covers enterprise resource planning and continuous improvement processes used in workflow management, process integration, inventory and supply-chain management, data analysis, business forecasting, optimization, and quality improvement.
OPS 330T	Strategic Operations and Logistics	3	Strategic operations and logistics are key to maximizing value, minimizing costs, and ensuring efficient process management. This course covers enterprise resource planning and continuous improvement processes used in workflow management, process integration, inventory and supply-chain management, data analysis, business forecasting, optimization, and quality improvement.
OPS 350	Operations Management	3	This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services. Topics include quality management, process design, capacity management, materials management, and project management.
OPS 400	Business Process Management	3	This course introduces a process-oriented view of the flows of information, products and services through and across organizational functions. Students will analyze and document business processes and assess the efficiency and effectiveness of these processes to minimize cost and maximize value creation. Students will be able to identify process information, assess and improve process efficiency, learn to model and analyze business processes, and understand the interactions between human behavior and process design. Other topics include business process reengineering, lean six sigma, total quality management, and process innovation.

OPS 405	Enterprise Resource Management	3	This course provides an overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, finance and accounting. Students will learn the methodology and practice of ERP using an industry-leading software package to explore the interaction among the different business processes. Topics include business process integration, inventory management, master scheduling, and material and capacity planning. Concepts are applied through the use of current enterprise resource planning software.
OPS 415	Systems Thinking and Performance Measurement	3	This course provides an overview of systems thinking and information to measure and optimize an organization's performance. Topics include introduction of systems thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement.
OPS 420	Operations Management Capstone	3	This operations management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address operations management challenges. Students will develop a plan for adding value to the management of the operation focusing on the processes, quality, human resources, financial, logistics, and organizational strategy.
OPS 572	Operations Management in Health Care	3	The course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes in health care. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting for health care.

OPS 574	Creating Value Through Operations	3	This course examines the importance of effectiveness and efficiency and evaluates the potential trade-offs between them to create value within an organization. Students will learn to apply process analysis, process improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will understand the entire value chain and how these decisions integrate for efficient and effective performance across a network of organizations.
OPSCB 574	Creating Value Through Operations	3	<p>This course examines the importance of effectiveness and efficiency and evaluates the potential trade-offs between them to create value within an organization. Students will learn to apply process analysis, process improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will understand the entire value chain and how these decisions integrate for efficient and effective performance across a network of organizations.</p> <p>Competency 25: The student will evaluate data-driven processes and approaches of an organization's operations.</p> <p>Competency 26: The student will apply process improvement principles to enhance organizational performance and value.</p> <p>Competency 27: The student will analyze organizational global supply chain process to maximize value.</p>
ORG 535	People and Organizations	3	This course provides students with the interpersonal skills needed to motivate people in the workplace and the human resources skills necessary to manage group dynamics and create synergy among group members. The course will help to develop high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.
ORG 581	Organizational Design	3	This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority and control, specialization and coordination, intrapreneurship, and lateral organizations.

ORG 711	21st Century Issues in Organizational Behavior I	3	This course evaluates research on issues that organizations face in optimizing their performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 716	Organizational Theory and Design	3	Upon completion of this course, students will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, students will have the ability to systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness.
ORG 721	21st Century Issues in Organizational Behavior II	3	The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.
ORG 726	The Impact of Technology on Organizations	3	In this course, students evaluate the relationships among technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.

ORG 727	Organizational Diagnosis and Intervention	3	Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
ORGCB 535	People and Organizations	3	<p>This course provides students with the interpersonal skills and self-awareness needed to motivate people in the workplace and to manage group dynamics to create synergy among group members. The course will focus on the development of the skill sets necessary to elicit high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.</p> <p>Competency 4: The student will examine principles related to human resource management Competency 5: The student will analyze talent management approaches used to build high-performance organizations. Competency 6: The student will align human resource systems with business strategies.</p>
PHL 310CA	Critical Thinking Across Disciplines	3	This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem-solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.
PHL 320	Critical Thinking and Decision Making in Business	3	This course explores the critical thinking techniques necessary to be an effective manager within an organizational setting. Students will focus on critical thinking and reasoning methods as they apply to management concepts within a work environment. Other topics include the use of critical thinking skills in the decision-making process as it applies for successful performance of employees and organizations and achieving desired business goals.

PHL 320T	Critical Thinking and Decision Making in Business	3	This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.
PHL 458	Creative Minds and Critical Thinking	3	In this course, students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.
PHL 736	Political Acumen and Ethics	3	This course will provide students with the tools leaders need to address current and future impacts on business and society. Students will examine methods used to influence organizational change toward proactively addressing risk factors such as political, legal, regulatory, and governmental requirements. The course will focus on understanding how business leaders can change, strengthen, and transform their organizations. Topics include corporate social responsibility, organizational and community involvement, and attaining and maintaining American corporate ethical standards in local and global environments.
PHY 101	Fundamentals of Physics	3	This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PM 350	Organizational Project Management	3	This course provides an overview of project management concepts, phases, and methodologies used to optimize complex, organizational processes. Students will evaluate communication, leadership, financial, and operational practices that are used in support of strategic business initiatives.
PM 350T	Organizational Project Management	3	This course provides an overview of project management concepts, phases, and methodologies used to optimize complex, organizational processes. Students will evaluate communication, leadership, financial, and operational practices that are used in support of strategic business initiatives.
PM 571	Project Management	3	This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.
PM 582	Project Leadership	3	This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.

PM 584	Project Risk Management	3	This course applies risk management concepts to project execution and its organizational objectives. Students will create contingency plans for a project and its organization. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.
PM 586	Project Quality Management	3	This course applies quality control techniques to project development and implementation. Students will create a continuous quality-improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
PM 598	Project Management Capstone	3	In this capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.
POL 115	American National Government	3	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.

POL 215	State and Local Political Processes	3	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political, and public policy challenges.
POS 221	Windows Server Configurations	3	This course is a survey of Windows Server® configuration. Topics emphasize the structure and the various applications supported by Windows Server®. The course includes access to hands-on Windows® lab exercises.
POS 355	Introduction to Operating Systems	3	This course provides an introduction to Operating Systems. Topics covered include Operating System concepts, program execution, and Operating System internals such as memory, processor, device, and file management. A variety of Operating Systems are compared and contrasted.
POS 408	.NET I	3	This course introduces C# development in the context of developing business applications. Students develop the knowledge and skills necessary to produce event-driven programs using Microsoft Visual Studio for the .NET environments. Topics include writing a C# program, variables and expressions, flow control, debugging error messages and programing in the .NET environment.

POS 409	.NET II	3	This course is an advanced study of the C# programming language in the .NET platform. It covers topics around managing program flow, creating and using types, implementing data access, debugging applications and implementing security.
POS 410	SQL for Business	3	This course provides an in-depth, hands-on workshop on the Structured Query Language (SQL). SQL provides a unified language that lets you query, manipulate, and control data in a business applications environment. This course is aligned to the requirements of the Advanced Business Analytics Certificate; which is designed to provide specific theories, competencies, and skills necessary for success in the field of business analytics.
POS 433	UNIX Networking	3	This course is a survey of the UNIX® operations. The student will gain an understanding of the internal operations of the UNIX® system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX® system files, file systems and process, systems administration and security are also examined.
PRG 211	Algorithms and Logic for Computer Programming	3	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course covers procedural programming concepts, including data types, controls structures, functional decomposition, arrays, files, classes, and objects.

PRG 215	Java Programming	3	Java is a general purpose programming language for platform-independent implementations. This course provides a general introduction to programming, basic computation, branching, loops, and object-oriented programming. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java Development Kit, Standard Edition.
PRG 218	Introduction to C/C++	3	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming languages are used to produce simple computer programs.
PRG 280	Programming in HTML5 with JavaScript	3	This course provides students an introduction to HTML5 with JavaScript® and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript®.
PRG 281	Windows Application Development Using HTML5 and JavaScript I	3	This course covers enhanced HTML5 concepts using CSS3 and JavaScript®. This includes using Canvas and different HTML APIs, exposure to Windows Event Listener, and enhancing websites using animation, audio and video features.

PRG 282	Windows Application Development Using HTML5 and JavaScript 2	3	This course covers developing web applications using HTML5, CSS3, jQuery, and JavaScript®. This includes use of different advanced JavaScript® APIs, such as Drag-and-Drop API, Web Storage API, Geolocation API, and the Web Socket API.
PRG 410	C++Programming I	3	This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, arrays, and functions. There is also an introduction to object oriented concepts in C++.
PRG 420	Java Programming I	3	This course is a study in Java programming. It covers topics around Java programming, variables, expressions, using branches and loops, storing data in arrays and using methods.
PRG 421	Java Programming II	3	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications, the use of data files and other advanced topics.

PRG 430	Programming Project Capstone: Web or Cloud Application	3	In this hands-on project course, students use Python or Java skills to develop an application for web or cloud.
PSY 103	Introduction to Psychology	3	This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical-thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.
PSY 110	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSY 203	Foundations of Psychology	3	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 203T	Foundations of Psychology	3	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 205	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 205T	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 215	Careers in Psychology	3	This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.

PSY 225	Positive Psychology	3	How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be 'free'? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.
PSY 245	Survey of Research and Statistics	3	This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.
PSY 250	Psychology of Personality	3	Introduction to the study of personality. An examination of classic theoretical explanations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSY 275	Introduction to Abnormal Psychology	3	This course introduces the study of major psychological disorders as defined in the DSM 5, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

PSY 280	Human Growth & Development	3	This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.
PSY 300	General Psychology	3	General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.
PSY 301	Emotional Intelligence	1	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
PSY 305	Professional Orientation in Psychology	3	This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.

PSY 310	History and Systems in Psychology	3	The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.
PSY 315	Statistical Reasoning in Psychology	3	This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.
PSY 320	Human Motivation	3	This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.
PSY 335	Research Methods	3	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.

PSY 340	Biological Foundations in Psychology	3	This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.
PSY 345	Sensation and Perception	3	This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.
PSY 355	Motivational Processes in Human Psychology	3	This course examines theories and research results pertaining to the structures (self-, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self- and person perception.
PSY 360	Cognitive Psychology	3	This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.

PSY 375	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 390	Learning and Cognition	3	This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.
PSY 400	Social Psychology	3	This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
PSY 405	Theories of Personality	3	This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.

PSY 410	Abnormal Psychology	3	This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.
PSY 420	Theories of Behavior	3	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.
PSY 435	Industrial/Organizational Psychology	3	This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
PSY 450	Diversity and Cultural Factors in Psychology	3	A study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

PSY 460	Environmental Psychology	3	In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.
PSY 475	Psychological Tests and Measurements	3	This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480	Elements of Clinical Psychology	3	This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.
PSY 490	Capstone Course in Psychology	3	This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

PSYCH 599	Foundations of Graduate Study in Psychology	3	This course prepares students for academic and professional success in graduate-level psychology. Students will explore historical and foundational concepts of psychology while enhancing their oral and written communication skills. Topics also include critical thinking, stress and time management, and collaborative processes.
PSYCH 600	Developmental Psychology	3	This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.
PSYCH 610	Research Methods in Psychology	3	This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.
PSYCH 614	Social Psychology	3	This course examines how situations and the environment influence our thoughts, feelings, and behaviors. Students will learn about the social psychological concepts such as attitudes, conformity, social conditioning, cognition, and influence.

PSYCH 620	Multicultural and Social Issues in Psychology	3	This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625	Statistics for the Behavior Sciences	3	This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.
PSYCH 629	Introduction to Industrial/Organizational Psychology	3	In this course, students will be introduced to the domains of the Industrial Organizational (I- O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I- O field of study. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to the present day, the various ways that I-O psychologists contribute to organizations, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.
PSYCH 630	Physiological Psychology	3	This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 634	Biological Basis of Behavior	3	This course emphasizes the biological and biochemical correlates of behavior. The course focuses on the structure and function of the human nervous and endocrine systems as they relate to human behavior, emotion, and cognition.
PSYCH 635	Psychology of Learning	3	This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 640	Cognitive Psychology	3	This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.
PSYCH 642	Personnel Psychology	3	Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

PSYCH 644	Psychology of Learning and Cognition	3	This course covers the elements of learning and cognitive psychology. The course includes research related to the theories of learning, problem solving and reasoning, attention, memory, knowledge representation, and language. Strategies and methods for applying principles of learning and cognition to various life and career settings are also addressed.
PSYCH 645	Personality Theories	3	This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.
PSYCH 647	Human Performance, Assessment, and Feedback	3	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	Psychopathology	3	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.

PSYCH 655	Psychometrics	3	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.
PSYCH 658	Work Motivation and Job Attitudes	3	This course will allow students to evaluate various theories of motivation and develop a familiarity with, and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 660	Ethics and Professional Issues	3	This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.
PSYCH 664	Research Methods and Statistics in Psychology	3	This course presents the fundamentals of research methods and statistics applicable to the field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically evaluate, analyze, and interpret data from empirical psychological studies.

PSYCH 665	Integrative Capstone: Psychology Past and Present	3	This course will trace the historical progression of ideas and concepts in psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.
PSYCH 670	Master's Thesis	3	Only those students who have developed a detailed and manageable analytic research proposal in PSYCH/665 may enroll in this course. During the course, the student will finalize a quantitative analytic research proposal from PSYCH/665. Students will complete an APA style manuscript by the end of the course.
PSYCH 694	Specialty Areas in Applied Psychology	3	This course will introduce students to different areas of applied psychology, such as clinical, counseling, industrial/organizational, forensic, and educational psychology. Students will apply psychological research and principles from their program to a selected specialty area and explore human behaviors related to health, personal relationships, education, and the workplace. This application will guide students in their exploration of career opportunities within the broad field of psychology.
PSYCH 706	Human Performance, Assessment, and Feedback	3	In this course learners are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.

PSYCH 708	Work Motivation and Job Attitudes	3	This course will allow learners to evaluate various theories of motivation and develop a familiarity with and understanding of pertinent research in the field. Learners will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 710	Master's Project	1	The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.
PSYCH 720R	Dissertation Process	3	Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.
PSYCH 740	Judgment and Decision Making	3	Students will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.

PSYCH 750	Consulting and Business Skills	3	This course focuses on developing business presentations, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.
PSYCH 760R	Consulting Processes in I/O	3	The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.
PSYCH 799	Comprehensive Exam	1	The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leaderships, and research. Students will demonstrate a requisite understand of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level.
QNT 275	Statistics for Decision Making	3	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory to support decision making for business, and understand how inferential analytical methods are used for different types of business decisions.

QNT 275T	Statistics for Decision Making	3	This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory for inferential decision making for business, and perform trend analyses.
QNT 375	Business Data Analytics	3	This course provides an overview of applied business research, statistical tools, and data analytics used to support strategic decision making. Students will examine methods used to frame business problems, conduct research, collect and evaluate data for validity and reliability, determine patterns and trends in performance, and effectively present conclusions.
QNT 375T	Business Data Analytics	3	This course provides an overview of applied business research, statistical tools, and data analytics used to support strategic decision making. Students will examine methods used to frame business problems, conduct research, collect and evaluate data for validity and reliability, determine patterns and trends in performance, and effectively present conclusions.
QRB 501	Quantitative Reasoning for Business	3	This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools, graphs, tables, and charts. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.

RDG 201CA	Reading and Writing Concepts	3	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	Children's Literature	3	This course examines the use of Children's literature in the elementary school classroom. Various genres are studied, as well as the application of Children's literature to instruction and to assessment in reading. Methods for integrating the use of Children's literature in all content areas are examined.
RDG 351	Early Childhood Literacy Development	3	In this course, students learn about creating an environment in the early childhood setting that promotes literacy skill development. Students examine theories and strategies for language development; strategies and assessments to support literacy learning; and strategies to support vocabulary learning, reading comprehension, and family involvement in literacy instruction. Students gain the necessary knowledge and skills to create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.
RDG 412	Scientifically Based Literacy Instruction	3	This course focuses on scientifically-based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of The Colorado Reading to Ensure Academic Development Act (2012) and state reading and language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing Children's performance in reading and language arts are also emphasized.

RDG 415	Diagnosis and Remediation of Reading Difficulties	3	This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction.
RDG 416	Methods of Teaching in Early Childhood Language and Literacy	3	In this course, students learn about children's language and literacy development from birth to age 8. Students examine theories of language development and second language acquisition; the needs of English learners; and strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards, development of hands-on learning experiences, and developmentally effective assessments as a means of informing instruction are also emphasized.
RDG 418	Phonological Theory and Reading Instruction	3	This course focuses on scientifically-based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from nonscientific claims. In addition, they study the applications of scientific research to classroom instruction.
RDG 420	Elementary Methods - Reading/Language Arts	3	This course focuses on the most current research, theory, methods, and state standards related to reading instruction including research-based systematic phonics, including language and literacy development. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. This course provides teacher candidates with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional, assessment, and differentiation techniques are also discussed.

RDG 420CA	Elementary Methods: Reading and Language Arts	3	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 537	Curriculum Const and Assmt: Reading and Language Arts	4	This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 537CA	Curriculum Const and Assmt: Reading and Language Arts	4	This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
RDG 542	Curr Const and Assmt: Reading Methods for Secondary Settings	3	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.

RDG 542CA	Curr Const and Assmt: Reading Methods for Secondary Settings	3	This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
RDG 556	Elements of Literacy Content and Pedagogical Knowledge	3	This course focuses on the five key themes of English language arts and literacy (meaning making, language development, effective expression, content knowledge, and foundational skills) and English language development instruction in multiple subject classrooms. Candidates apply interdisciplinary teaching strategies to develop learning and critical thinking skills in their learners. Emphasis is placed on using both universal design as a learning framework to guide instructional planning, design, delivery, and assessments, and Multi-Tiered System of Supports to meet the needs of diverse learners. This course incorporates clinical experience based on work with a student in a K-8 school setting.
RDG 558	Secondary Content Area Literacy	3	This course focuses on implementing principles, and instructional strategies for comprehensive instruction of content-based literacy strategies in single-subject classrooms. Emphasis is placed on development of literacy skills through academic language in a specific content areas; designing and differentiating instructional strategies; showcasing literacy through speech, writing, listening, and reading; incorporating new literacies and assessment. Candidates use this knowledge to prepare a comprehensive content area lesson plan. This course incorporates required field experience based on work in a single-subject content-area classroom.
RDG 570	Curriculum Const and Assmt: Reading and Lang Arts for SPE	4	This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop an integrated unit of instruction. Instruction and assessment techniques, including intervention practices, research-based phonics instruction, and strategies for teaching learners with dyslexia, are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.

RDNG 500	Reading Methods: Primary	3	This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.
RDNG 501	Reading Methods: Elementary	3	This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing, and technology-based instruction.
RDNG 502	Reading Methods: Secondary	3	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDNG 504	Phonological Theory and Application	3	This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.

RDNG 505	Children's Literature	3	This course examines children's literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.
RDNG 506	Elementary Reading and Writing Strategies	3	This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDNG 507	Content Area Reading and Writing for Elementary	3	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.
RDNG 508	Adolescent Literature	3	This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.

RDNG 510	Content Area Reading and Writing for Adolescents	3	In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.
RDNG 511	Reading Assessment	3	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.
RDNG 515	Diagnosis, Remediation, and Differentiated Instruction	3	This course focuses on the assessment and correction of reading and writing difficulties in the K-12 classroom setting. Participants identify factors that affect reading performance, explore formal and informal literacy assessments, and examine strategies for the diagnosis and remediation of struggling readers and diverse learners with literacy difficulties, including students with dyslexia. An additional focus is on differentiated instruction with an emphasis on phonics, fluency, vocabulary, and comprehension. Interest inventories, English language learner screening, visual and auditory discrimination tools, language expression and processing screening, and spelling and writing assessment tools are also addressed.
REL 133	World Religious Traditions I	3	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Daoist, Confucian, and Shinto traditions.

REL 134	World Religious Traditions II	3	This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.
RES 351	Business Research	3	This course evaluates the process of conducting research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.
RES 709	Research Conceptualization and Design	3	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	Statistical Research Methods and Design I	3	Doctoral practitioners are resolute in their commitment to identifying, informing, and affecting both individual and organizational change and innovation. Generating actionable interventions requires an extensive investigation of situational factors and a foundational understanding of research methodology. In this course, students explore the foundations of statistics used in quantitative research by actively engaging in processes focused on evaluation, appraisal, and application.

RES 720	Statistical Research Methods and Design II	3	In this course, students expand their understanding of research methodology by exploring advanced statistical procedures. Students leverage investigative processes to demonstrate their understanding of, and ability to apply, interpret, and draw conclusions from complex approaches to quantitative research.
RES 724	Qualitative Methods and Design	3	This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this preexisting foundational understanding, the purpose of the class is to enhance students' understanding and craft through reading, application, and reflection on the practice of qualitative inquiry.
RES 726	Correlational Methods of Analysis	3	This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs, other approaches may be covered.
RES 727	Approaches to Phenomenological Inquiry and Data Analysis	3	This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728	Qualitative Case Study	3	This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RES 729	Ethnomethodology and the Study of Culture	3	In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on "thick description" as a critical mode of representation.
RES 745	Grounded Theory Methods	3	This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.
RES 746	Mixed Methods	3	The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

RES 750	Approaches to Research: Quantitative/Qualitative I	3	In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two topics identified by the student during PSYCH/720R.
RES 751	Approaches to Research: Quantitative/Qualitative II	3	In this course, students will critically evaluate the two research topics developed into draft concept papers during RES/750 to determine which topic is most viable for their dissertation study. After selecting a topic, students will more deeply examine quantitative and qualitative research designs, including key methodological approaches. They will continue to develop key components of their dissertation concept paper and focus on a brief review of the literature, a summary of the theoretical or conceptual framework, and a justification of their research methods and design choices.
RES 752	Research Constructs and Design	3	In this course, students will synthesize the cumulative knowledge gained in RES/750 and RES/751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the College of Doctoral Studies Dissertation Criteria and Rating Scale.
RES ARA1	Advanced Research Analysis Elective	3	Place Holder

RES ARA2	Advanced Research Analysis Elective	3	Place holder
RES ARA3	Advanced Research Analysis Elective	3	Place holder
RHET 300	Rhetorical Theories	3	This course examines major rhetorical theories and theorists from a range of cultures and periods.
RHET 470	Studies of American Rhetoric	3	This course examines American rhetoric from a variety of genres and a range of historical periods.

RHET 475	Rhetoric and Social Media	3	This course explores the use of rhetoric in contemporary social media.
RHM 410	The Landscape of Health Care in Retail Health Clinics	3	This course introduces students to the business operations of the retail health environment. Focus will include overall concepts of health systems, managed care plans, and government providers that impact retail health clinics, as well as formulating strategies for the future development of retail clinics.
RHM 420	The Management of Retail Health Clinics	3	This course introduces students to the management of retail health clinics. Content will focus on customer engagement, clinical practices, and the day-to-day management of the retail health clinic environment.
RHM 430	Technology and Digital Health Care in Retail Health Clinics	3	This course introduces students to technology and digital health within retail health clinics. Concepts covered include patient record management, the exchange of data, proper coding, and data management for the health and wellness of consumers using retail health clinics.

RHM 440	Regulatory and Compliance in the Retail Health Environment	3	This course covers regulatory and compliance concepts as it relates to retail health management. Students will focus on resource allocation related to compliance and regulations concerning privacy and security laws, and communication protocols with consumers, staff, and external partners to the retail health clinics.
RHM 450	Retail Health Financial Strategies	3	This course introduces students to approaches that relate to the financing and reimbursement of retail health clinics. Course content will focus on financial strategies for retail health clinics, the various payers within the health care industry for timely reimbursement, and appropriate billing and coding considerations that impact the management of retail health clinics.
SCH-CN 501	School Counseling: Delivery of Services	3	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student's academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.
SCHC 505	Human Development and Family Change Across the Lifespan	3	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate school based situations, consider prevention strategies and assess potential interventions in the school context.

SCHC 544	Clinical Assessment and Student Evaluation	3	This course introduces students to models and tools of assessment. Students learn and practice assessment strategies, use of the Diagnostic and Statistical Manual of Mental Disorders (DSM), and behavioral analysis in relationship to student-age populations. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice. Emphasis will be placed on models and techniques for physical and sexual abuse and neglect, substance abuse, suicide and participating as a member of a multidisciplinary team for special education planning. Administration, scoring, and interpretation of standardized tests are described, and principles necessary for the development, interpretation, and selection of assessment instruments are presented. Multicultural and ethical issues regarding assessment are also examined.
SCHC 554	Group Counseling: Children and Adolescents	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co-leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.
SCHC 562	Student Vocational Development and Career Counseling	3	This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.
SCHC 571	School Counseling Administration	3	This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.

SCHC 592	Practicum in School Counseling	3	The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.
SCHC 592O	Orientation to School Counseling Practicum	0	This course is an orientation to the practicum and internship.
SCHC 597A	School Counseling Internship A	3	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.
SCHC 597B	School Counseling Internship B	3	Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.

SCI 163	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 163T	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 201	Survey of Alternative Medicine	1	This course examines the traditions and recent developments within the field of alternative medicine and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.
SCI 209	Oceanography	3	This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

SCI 220	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 220T	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 250	Microbiology	4	This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity, and host-parasite relationships. Also, examples of how microorganisms are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences. Online labs in this course require students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
SCI 256	People, Science and the Environment	3	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.

SCI 362	Environmental Issues and Ethics	3	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.
SEC 100	Introduction to Security Management	3	This course is an introductory overview of the Security Management field and provides a broad-based view of the history, practices, methodologies, and management theories of the profession. It reviews industry standards for security, threat assessment and risk analysis guidelines, investigative techniques, personnel management, security equipment and security best practices. Additionally, this course examines security technology, loss prevention and workforce safety programs, planning for continuity of business operations, and corporate/client communication skills.
SEC 120	Corporate Security Essentials	3	This course will identify security essentials that are prevalent in the corporate security function such as trade secrets, proprietary information, information security, and vulnerability assessments. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective essentials.
SEC 130	Private Security Issues and Conflicts	3	This course identifies issues and conflicts associated with the private security industry by examining security management, recruitment, selection, training, investigation of crimes, terrorism and natural disasters.

SEC 140	Incident Communication Plans and Systems	3	This course provides the student with an understanding of the various elements needed for responding to critical incident events. These incidents include natural disasters, workplace violence, and other significant planned and unplanned occurrences. An emphasis is given to proper planning, communication, and system development for these critical incidents.
SEC 150	Insider Threats Fundamentals	3	This course provides the student with an understanding of assessing potential risks which may originate from members or employees within an organization by identifying specific risk indicators. An emphasis is given to the process of risk analysis along with the ability to design, manage, and implement a response to potential threats. Additionally, students will learn how to use the Return on Investment (ROI) approach to evaluate company performance.
SEC 200	Emergency Management and Response	3	This course will identify emergency practices for critical incident responses such as natural disasters, man-made disasters, bomb threats, strikes, and terrorism. It will also examine specific concepts in relation to emergency response including: mutual aid associations, disaster recovery, public relations and warning, and alert systems.
SEC 210	Physical Asset Protection	3	This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost-benefit analysis.

SEC 220	Critical Thinking in Security Management	3	This course will explore various types of critical thinking strategies for security management practitioners; identifying the differences between management and leadership in the organization. Students will also examine the applied strategic planning model, management theories, and analytic techniques.
SEC 230	Homeland Security and Public Safety	3	This course evaluates public safety initiatives in a post 9/11 era with emphasis on homeland security strategies carried out by federal, state, local, private, and joint assets. Students will examine threats, investigative techniques, and applicable laws and regulations used to mitigate risk.
SEC 240	Loss Prevention and Supply Chain Security	3	This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally, this course provides an overview of situational crime prevention, the crime risk management process, and the stages necessary to designing an effective supply chain security program.
SEC 311	Security Management Fundamentals	3	This course is an overview of the principles of security management and the consequences of failure to identify and adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.

SEC 319	Computers and Information Processing in Security	3	This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem-solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.
SEC 321	Survey of Security Specializations	3	This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
SEC 331	Industrial Safety	3	This course provides students with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA, and National Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire, and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to, and investigation of, work-related accidents.
SEC 341	Criminology and the Criminal Justice System	3	This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparages.

SEC 351	Legal and Regulatory Issues in Security Management	3	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.
SEC 361	Interpersonal Communications	3	This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation, as well as techniques for interviewing and understanding verbal and nonverbal communication.
SEC 371	Finance and Budgeting Practices	3	This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.
SEC 391	Organizational Behavior and Management	3	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.

SEC 401	Threat and Vulnerability Management	3	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.
SEC 411	Physical Security	3	This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property, and data housed in physical facilities.
SEC 421	Personnel Security and Executive Protection	3	This course provides the student with an understanding of the procedures, techniques, and technology associated with the protection of executives, employees, customers, and the general public from intentional harm, accidents, and naturally occurring emergencies.
SEC 431	Principles of Investigation	3	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.

SEC 441	Security of Networks and Enterprise Systems	3	This course reinforces student's knowledge and comprehension of the security issues associated with computer network systems. The course also explores security measures intended to protect the software, hardware, and data associated with computer systems and include practices that security professional employ to harden their organization's information systems against attack.
SEC 451	Global Security Issues	3	This course introduces the student to the evolutionary changes to the global security environment. The course will help the student understand the dynamic nature of global factors influencing security strategies and how domestic security policy integrates these global strategies.
SEC 461	Terrorism	3	This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.
SEC 471	Critical Incident Management	3	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning, and recovery, as well as inter-agency coordination and response.

SEC 481	Security Capstone	3	This is the capstone course for the Security Management undergraduate program. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner with regard to the areas of risk and threat assessment, physical, personal, and information system(s) security, emergency and critical incident response, and administration and management. Students will evaluate and demonstrate their professional growth with the development of an effective security plan.
SEC 489	Implementation of Security System Measures	3	This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.
SEC 490	Physical Security Operations Capstone	3	In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.
SEC 491	Enterprise Security Administration Capstone	3	This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.

SEC 508	Models, Theories and Strategies for Secondary Education	3	This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
SEC 532	Secondary - Creating an Effective Learning Environment	3	This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.
SEC 533	Instruction and Assessment for Diverse Learners	3	This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine best practices for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, the backward design process, culturally responsive teaching practices, and strategies for collaborating with colleagues and communicating with families.
SEC 534	Reading in the Content Area	3	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.

SEC 535	English/Language Arts Content and Curricular Knowledge	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle and high school settings. Teacher candidates identify the educational needs of students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. This course also helps participants develop skills in selecting and adapting delivery methods for diverse individual students and student populations.
SEC 536	Social Studies Content and Curricular Knowledge	3	This course explores the application of instructional methods and strategies for teaching history and social sciences in diverse middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom or inclusion in a professional portfolio.
SEC 537	Secondary Content and Curricular Knowledge	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students' varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.
SEC 538	Mathematics Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of diverse learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.

SEC 539	Physical Education Content and Curricular Knowledge	3	This course explores the secondary physical education classroom teaching and assessment strategies, and national and state standards. Candidates examine topics including developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, developing and practicing social skills, and the value of fair play in games and sports. Candidates develop skills in selecting, designing, and adapting instruction for diverse student populations. The course also emphasizes classroom and sport/field management skills and safety as they relate to physical education instruction.
SEC 540	Science Content and Curricular Knowledge	3	This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for diverse student populations.
SEC 541	Visual Arts Content and Curricular Knowledge	3	This course explores the theory, application, and strategies of teaching the visual arts for single-subject teacher candidates. Candidates identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course also emphasizes classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.
SEC 545	Secondary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

SEC 583	Secondary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 586	Secondary Clinical Practice A	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 587	Secondary Clinical Practice B	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 590	Secondary Student Teaching Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

SEC 595	Secondary Student Teaching Part B	4	This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.
SEC 596	Secondary Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 598	Secondary Student Teaching: Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 599	Secondary Student Teaching: Part B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

SEI 300	Structured English Immersion	3	This course will introduce students to the concept of and methods for instructing English learners in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of SEI and the English Language Proficiency (ELP) Standards. The Arizona Language Development Approach (LDA) and SEI models are introduced, including language development and acquisition learning theories. Additionally, students analyze the identification and assessment process for English learner (EL) eligibility, as well as culturally relevant instructional practices for English learners and family engagement. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 301	Advanced Structured English Immersion Methods	3	This course addresses Structured English Immersion (SEI) instruction and assessment of elementary (K-5) English learners. Students explore appropriate intervention practices and differentiation strategies to support English learners. A comprehensive overview of the alignment of English Language Proficiency (ELP) Standards to the English Language Arts (ELA) Standards (Reading, Writing, Listening and Speaking, and Language) is also a focus, including their application to lesson planning. This course is the second of two courses required to earn a Structured English Immersion (SEI) endorsement, combined with SEI/300. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 500	Structured English Immersion	3	This course will introduce students to the concept of and methods for instructing English learners in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of SEI and the English Language Proficiency (ELP) Standards. The Arizona Language Development Approach (LDA) and SEI models are introduced, including language development and acquisition learning theories. Additionally, students analyze the identification and assessment process for English learner (EL) eligibility, as well as culturally relevant instructional practices for English learners and family engagement. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 503	Advanced Structured English Immersion Methods	3	This course addresses Structured English Immersion (SEI) instruction and assessment of elementary (K-5) English learners. Students explore appropriate intervention practices and differentiation strategies to support English learners. A comprehensive overview of the alignment of English Language Proficiency (ELP) Standards to the English Language Arts (ELA) Standards (Reading, Writing, Listening and Speaking, and Language) is also a focus, including their application to lesson planning. This course is designed to meet the standards set by the Arizona Department of Education.

SEI 504	Structured English Immersion-Elementary	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, the identification and assessment process for English learner eligibility, and culturally relevant instruction. The Arizona Language Development Approach and SEI models are introduced, including language development and acquisition learning theories. Students examine the English Language Proficiency (ELP) Standards and their application in lesson planning. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in elementary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 506	Structured English Immersion - Secondary	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, the identification and assessment process for English learner eligibility, and culturally relevant instruction. The Arizona Language Development Approach and SEI models are introduced, including language development and acquisition learning theories. Students examine the English Language Proficiency (ELP) Standards and their application in lesson planning. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 507	Structured English Immersion - Secondary	3	This course introduces students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of structured English immersion (SEI) foundations, the English Language Proficiency (ELP) Standards, SEI identification, and the application of assessment data to instruction. Students are also introduced to instructional elements and language development of English learners in secondary grades, including language acquisition theories, elements of language, and language domains. Culturally relevant instruction for English learners and family and community engagement are also explored. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 508	Advanced Structured English Immersion - Secondary	3	This course addresses Structured English Immersion (SEI) instruction and assessment of secondary English learners. Students examine the Universal Design for Learning (UDL) framework as an approach to English language instruction for diverse learners. The alignment of English Language Proficiency (ELP) Standards to the Arizona English Language Arts Standards (Reading, Writing, Listening and Speaking, and Language) and their application to lesson planning is also explored. This course is designed to meet the standards set by the Arizona Department of Education.

SMH 591	Creating a Sustainable Health Care Organization	3	This course explores the opportunities and challenges for health administrators as they seek to create organizational environments focused on sustainability. Topics include understanding sustainability in health sector contexts, assessing institutional practices, facilitating culture change, and innovation in the context of health care sustainability.
SMH 593	The Economics of Health Care Sustainability	3	This course examines the economic issues related to the management of resources in the creation and day-to-day operations of sustainability-focused organizations. Topics include cost-benefit analysis of sustainable products, supply chains, and corporate partnerships, as well as sustainability metrics across the health sector.
SMH 596	Issues in Environmental Sustainability	3	This course will explore the impact of sustainability across the health sector. Topics include the evolving strategies that are transforming health technology, regulation, and societal and community interactions. Topics include the use of emerging evidence based knowledge to support environmental sustainability.
SOC 100	Introduction to Sociology	3	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.

SOC 110	Teamwork, Collaboration, and Conflict Resolution	3	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 262	Contemporary American Society	3	Americans have faced challenges since the formation of the country, but what we see as 'problematic' in our society has changed over time. This course examines contemporary American society and the social problems that challenge its individuals and institutions. Using sociological perspectives, students identify and examine causes, effects, and potential solutions to social problems that touch our families, our communities, and our work.
SOC 315	Cultural Diversity	3	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
SOC 335	The Peoples and Cultures of Asia	3	This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.

SOC 337	Contemporary Latin American Society	3	This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338	The African American Experience	3	This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture, and the inequalities African Americans face in popular American culture. Race, class, and gender of the African American people will be explored from a historical to modern-day perspective.
SPAN 110	Conversational Spanish I	3	SPAN/110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar with an emphasis on the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 114	Conversational Spanish II	3	SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.

SPAN 520	Spanish for Educators, Basic	3	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 521	Spanish for Educators, Intermediate	3	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.
SPE 300	Orientation to the Exceptional Child	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
SPE 300CA	Orientation to the Exceptional Child	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.

SPE 512	Special Education Assessment and Interpretation	3	This course focuses on the task of assessing the exceptional learner and diagnosing his or her strengths and needs. The course will examine the common tests and evaluation systems used in public school special education and their relationship to writing and monitoring an IEP. Emphasis is placed on the continuous use of assessment, specific diagnostic procedures, and the evaluation of data as part of the instructional process.
SPE 513	Orientation to the Exceptional Child	3	This course provides an overview of special education and the characteristics of exceptional learners. Candidates are introduced to special education laws and their implications for identification and eligibility, service delivery options, and the Individualized Education Program (IEP). In addition, the use of technology, collaborative practices, and transition planning requirements are examined. Candidates will also reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
SPE 514	Survey of Special Populations	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
SPE 514CA	Survey of Special Populations	2	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

SPE 544	Characteristics of Emotional & Behavioral Disorders	3	This course examines the characteristics and instruction of learners with emotional and behavioral disorders (EBD). Emphasis is placed on assessment and legal requirements, learner characteristics, and research-based teaching strategies. Included is an examination of functional behavior analysis, positive behavior intervention supports, and the use of proactive and preventive classroom management systems.
SPE 556	Characteristics of Physical & Health Disabilities	3	This course examines the characteristics and instruction of learners with physical and health disabilities including individuals with sensory, orthopedic, and other health impairment (OHI). Attention is given to federal and state regulations as they pertain to assessment, eligibility, and the provision of special education services within the schools. Service delivery options, curriculum and program models, and appropriate supports and accommodations will be also be examined.
SPE 558	Transition Planning for Adolescents with Disabilities	3	This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.
SPE 559	Characteristics of Learning Disabilities	3	This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.

SPE 574	Characteristics of Intellectual/Developmental Disabilities	3	This course examines the characteristics and instruction of learners with intellectual and developmental disabilities, including traumatic brain injury (TBI). Emphasis is placed on learner characteristics, instructional strategies, assessment measures, and technology integration. Supports, accommodations, and curricular modifications will be analyzed among various service delivery options.
SPE 575	Inclusion Strategies of the Special Educator	3	This course examines the roles of special educators when including students with disabilities in general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 576	Characteristics of Autism Spectrum Disorders	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with autism spectrum disorders (ASDs). It is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
SPE 577	Special Education Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

SPE 578	Models, Theories and Instructional Strategies for SPE	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
SPE 584	Learning Disabilities and Language and Development Disorders	3	This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on instructional strategies, assessment, and language intervention strategies. Technology supports for exceptional learners, ethical practices, and professional learning collaboration strategies are also explored.
SPE 594	Special Education Student Teaching: Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SPE 595	Special Education Student Teaching: Part B	4	This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

SPE 596	Special Education Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SPED 530	Introduction to Learners with Special Needs	3	This course provides an overview for working with exceptional learners ages 3 to 21 years in educational settings. Participants examine varied areas of disabilities and common characteristics supporting effective implementation of specially designed instruction within individualized education programs (IEPs) for students with special needs. Historical perspectives, special education law, and current policies are also examined. Participants learn best practices and supports for student academic and personal success across grade levels, including IEP development and family-school partnerships.
SPED 531	Special Education Teaching Methods	3	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as: instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.
SPED 532	Special Education Assessment	3	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.

SPED 533	Mainstreaming and Inclusion	3	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.
SPED 534	Speech and Language Disorders	3	This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.
SPED 535	Overview of Severe Disabilities	3	This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.
SPED 536	Transition Planning for Adolescents with Disabilities	3	This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families, and the community.

SPED 537	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 538	Special Education in Early Childhood	3	This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.
SPED 557	Collaboration with Families of Students with Disabilities	3	This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
SPED 560	Teaching Learners with Disabilities	1	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.

SPED 591	Characteristics of Exceptionalities	3	This course examines the education of students with mild disabilities. Special emphasis is placed on mild disabilities including intellectual and developmental disabilities, emotional disturbance, and specific learning disability. The etiologies, learning characteristics, and key legislation related to these mild disabilities will be discussed. Students will also explore educational planning considerations, methods of instruction and assessment, service delivery models, and effective behavior management techniques.
STEAM 506	Steam Education: Curriculum and Instruction	3	This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.
STR 581	Strategic Planning & Implementation	3	This capstone course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create a sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation and evaluation, and risk management.
STRCB 581	Strategic Planning and Implementation	3	<p>This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.</p> <p>Competency 31: The student will evaluate sustainable competitive advantages for an organization through a SWOT analysis.</p> <p>Competency 32: The student will develop business strategies to create sustainable competitive advantage for an organization.</p> <p>Competency 33: The student will justify an organization's strategic plan to gain stakeholder support.</p>

SUS 300	Environmental Sustainability	3	Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.
SWRK 200	Introduction to Social Work	3	This course introduces students to the foundations of social work and social justice. Students examine the history, philosophical foundation, and theoretical perspectives of the profession of social work and come to understand the nature and causes of major social welfare issues.
SWRK 210	Social Problems and Programs	3	This course provides an in-depth perspective of social problems and programs. Students develop an understanding of social welfare and the effects of sociopolitical policies on marginalized populations. Students examine the link between special populations in terms of neglect and abuse, as well as the relationship between the social welfare system and the legal system in relation to the enforcement of victims of abuse laws.
SWRK 220	Professional and Ethical Behaviors for Social Work Practice	3	Social workers are held to an advanced level of professionalism through a code of ethics and practice standards. Students learn how to adhere to these ethical and legal aspects in their work, maintain proper self-care, and be supportive of their discipline's role and responsibilities, which relies on respecting client self-determination, human rights, multiculturalism, and ethnic diversity.

SWRK 301	Communication Techniques	3	This course provides students with advanced-level knowledge of interviewing, intervention, assessment, and documentation skills needed to perform social work practice. Students develop skills in verbal and written communication and examine the importance of effective documentation from a social and legal perspective.
SWRK 310	Human Behavior and the Social Environment I	3	This course prepares students for the challenge of intimate working relationships. Students gain an understanding of human growth and development across the lifespan, applying developmental psychological theory and ecological perspectives to the family and individual lifecycles within a multi generational cultural context. Students also learn about the lifespan development approach, with a multidisciplinary perspective of human development. Trauma, loss, grief, violence, homelessness, changes in lifestyle, and gender issues are specifically examined. The philosophical, cultural, medical, psychological, and spiritual aspects of life are explored, as well as the differences in working with children, adolescents, and adults and the assessment of complicated grief reactions.
SWRK 320	Social Welfare Policy and the Law	3	This course focuses on the relationship between political and economic forces and social work policy, as well as how existing laws affect social work practice and social justice initiatives within social work.
SWRK 330	Social Work Practice: Individuals and Families	3	This course prepares students for social work practice with children, adults, and families. Students integrate the knowledge gained in previous program coursework into the practice of effectively working with families and examine the effect of cultural norms on the family system.

SWRK 340	Social Work Practice: Groups	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at the group level, as well as how to assess group needs and identify resources for a group. Students gain professional skills for initiating change in groups; understanding issues of social stratification; and managing group conflict, resistance to change, and methods for overcoming resistance.
SWRK 345	Social Advocacy: Child Endangerment and Global Factors	3	Social work encapsulates individuals working to support a profession concerned with domestic and global social issues that children face. This 5-week course prepares students for the difficult task of assessing, reporting, and treating child abuse.
SWRK 350	Social Justice and Diversity in Social Work	3	Students learn to advocate for human rights and social justice, exploring diverse strategies for working with groups that may be oppressed due to race, ethnicity, culture, age, gender, sexual orientation, ability, economic status, or other factors. Students learn to recognize how a society's structures and values may oppress, alienate, or marginalize diverse segments of the population.
SWRK 360	Social Work Practice: Communities and Organizations	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at community and organizational levels, as well as how to assess community needs and identify community resources. Students gain professional skills for initiating change in organizations and communities, understanding issues of social stratification, conflict, resistance to change, and methods for overcoming resistance.

SWRK 380	Applying Social Work Practice Skills	3	Students build on their professional values, ethics, principles, practice methods, and strengths-based skills learned in the Social Work Practice courses. Students gain an understanding of the application of advanced social work skills.
SWRK 390	Social Welfare Policy Application	3	Social welfare policies and legislation are explored in terms of historic rationale, implementation, and effectiveness. Students gain an understanding of concepts and frameworks for analyzing social welfare policies and programs, including their effects on oppressed and at-risk populations. Students recognize the role of social workers as agents of change and learn to advocate for social welfare policies that improve the lives of individuals, families, and groups.
SWRK 400	Research and Evaluation in Social Work Practice	3	The fundamental concepts of research design, data integration, project implementation, and evaluation are taught in this course. Students are expected to communicate their findings by demonstrating the learned components of a sound scientific method of inquiry and annotating peer-reviewed literature for the purpose of service evaluation, professional contribution, and introductory program development.
SWRK 405	Field Education I	3	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.

SWRK 420	Field Education II	3	A continuation of SWRK/405, this course provides 15 additional weeks of supervised generalist practice within the community.
SWRK 421	Human Behavior and the Social Environment II	3	This course prepares students for the challenge of macro-level working relationships. Students gain an understanding of the functioning of people within organizations and communities and the groups that compose them. Applying a social psychological perspective to group dynamics, utilizing an ecological and interactionist framework for studying human behavior in a macro setting. Students also learn to infuse the empowerment perspective within an ecosystem framework. The student will explore matters pertaining to globalization with attention to the social environment and environmental justice, as applied to the interrelationship between nature and society. The relationship between spiritual concepts, the natural realm, and the inclusion of restorative justice and human rights are also discussed.
SWRK 425	Field Education Block	6	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework in a supervised generalist practice placement within the community. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.
SWRK 430	Social Work, Welfare, and Policy: Connections	3	Social work practice integrates social welfare theories with policy analysis in the context of a wide range of settings. Implicit in the social work approach is the commitment to economic and social justice. Students learn how to leverage their integrated approaches to affect the high level of interdisciplinary practice they must perform.

SWRK 460	Integration of Social Work	3	This course provides a comprehensive review and synthesis of all social work content areas within the generalist framework, including ethics, critical thinking, diversity, human rights, social and economic justice, research, policy, and practice.
SWRK 470	Social Work Capstone and Portfolio	3	This course is the culmination of students' undergraduate work, a full integration of knowledge, skills, language, and practice exemplary of a social worker prepared to enter the workforce as a general practitioner. The capstone is an individual project that demonstrates the student's readiness for matriculation, which signifies that the student can manage the demands of client work, continuing education, all the ethical and legal standards involved, self-care, advocacy, and basic research and evaluation.
TCH 501	Teaching Methods: Elementary Art	3	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
TCH 502	Teaching Methods: Elementary Language Arts	3	This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

TCH 503	Teaching Methods: Elementary Mathematics	3	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.
TCH 504	Teaching Methods: Elementary Science	3	This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.
TCH 505	Teaching Methods: Elementary Social Studies	3	This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
TCH 510	Secondary Teaching Methods	3	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.

TCH 511	Teaching Methods: Secondary Art	3	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management, and using technology in the art classroom are also explored.
TCH 513	Teaching Methods: Secondary Mathematics	3	This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.
TCH 514	Teaching Methods: Secondary Science	3	This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
TCH 515	Teaching Methods: Secondary History/Social Studies	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

TCH 533	Teaching Methods: Mathematics Assessment	3	This course promotes the understanding of theories guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop, and evaluate assessment tools aligned to Common Core State Standards in the K-8 mathematics classroom. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive, and supportive feedback serves as a meaningful instructional tool for students.
TCH 543	Teaching Methods: Remedial Mathematics	3	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.
TECH 510	Using Apps in the Classroom	1	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.
TECH 511	Using Google Tools in the Classroom	1	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.

TECH 519	Using Social Media in the Classroom	2	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.
TECH 520	Multimedia for Educators	2	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.
TECH 522	Technology Integration for Educators	3	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student-centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.
TECH 524	Technology Survival for Educators	3	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.

TECH 525	Becoming a Connected Educator	3	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.
TESOL 570	Foundations of Instruction	3	This course is designed to introduce participants to the history, law, and theory of education for English language learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education. Participants also develop programs, instruction, and materials for English language learners. Issues associated with the interdependent relationship between teaching and assessments are also addressed.
TESOL 571	Instructional Techniques and Methods	3	This course prepares K-12 educators to use effective instructional techniques, methodology, and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education, and parental involvement as related to English language learners are also explored.
TESOL 572	Assessment	3	This course provides K-12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing, and program interventions. Communication principles and the role of parents as related to assessment are also explored.

TESOL 573	Applied Linguistics	3	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology, and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 574	Cross-Cultural Communication	3	This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity, and technology as related to cross-cultural communication are also addressed.
TESOL 575	Teaching Reading and Writing	3	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.
TEST 105	Test Course Only 105	3.76	Test Course Only 105

TEST 888	Test Title	3	This course is a study in Java™ programming. It covers topics around Java™ building blocks, operators, core APIs, methods and exceptions. These topics are closely aligned with Oracle® Certified Associate Java™ SE examination.
TPA 100	TPA Planning and Instruction	1	This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on Task 1 of the edTPA final project, which addresses requirements and expectations for edTPA, academic language, and planning instruction.
TPA 200	TPA Instruction and Assessment	1	This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on understanding the edTPA process and Tasks 2, 3, and 4 of the edTPA final project, which addresses teaching planned lessons, assessment, and evaluation.
VCT 231	Video Communication Fundamentals	3	This course introduces the tools and techniques used in video postproduction. This includes examining postproduction workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.

VCT 236	Introduction to Image Editing and Formatting	3	This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.
VCT 241	Electronic Publishing Fundamentals	3	This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.
VCT 251	Graphic Design and Illustration Fundamentals	3	This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.
VCT 305	Digital Design	3	This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various media; including print, video, web, and mobile platforms.

VCT 330	Image Editing with Photoshop	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop® CC™ certification exam. Topics include: Photoshop® fundamentals; using Adobe® Bridge; using Camera Raw; editing images; using selections, layers, filters, vector tools, and adjustments; and outputting for web and print.
VCT 360	Electronic Publishing with InDesign	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CC certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.
VCT 390	Video Communications with Premiere Pro	3	This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.
WEB 240	Web Design Fundamentals	3	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language (HTML), scripting, and presentation technologies to create websites. Topics may include HTML5, Cascading Style Sheets (CSS), JavaScript, website hosting, site publication, site maintenance, and search engine optimization (SEO).

WEB 401	Web Development	3	This course covers topics such as designing dynamic web pages and an introduction to Java™ and Java applets. Emphasis is placed upon the appropriate use of web programming tools.
WEB 407	Advanced Web Development	3	This course focuses on existing and emerging web development technologies. Topics include specialized web markup languages, server-side backend databases, server-side programming, web services, enterprise web development, and web applications.
WEB 436	Mobile Commerce	3	This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics, and emerging technologies.
WEB 437	Web Commercialization	3	Successful commercialization of any technology requires not only a good technical understanding, but also a basic foundation that covers bringing the product to market by first developing a solid business plan. Topics of this course include strategy and e-commerce planning, e-commerce tools and techniques, marketing strategies, analytics and security.

WRIT 310	Creative Writing: Personal Essays and Creative Non-Fiction	3	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 320	Advanced Composition for the English Major	3	This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.
WRIT 350	Writing for Social Media	3	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.